

ELEMENTARY HISTORY OF THE UNITED STATES

WARDEN

OUR GOVERNMENT
FOUNDED BY THE
FATHERS



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THE CAPITOL AT WASHINGTON, D. C.

AN
ELEMENTARY HISTORY OF
THE UNITED STATES

by

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PREFACE

In the preparation of this text-book the need of the child has been kept constantly in mind. It is not uncommon to find histories, intended for children, that contain much matter in a little space, while the child requires a little matter in much space. This book has been written with the thought of giving the child the proper perspective of our nation's history, and, with this thought in view, the important events have been told connectedly and in detail. Material unsuited to the understanding of the child has been omitted. The old method of passing over the same subject two or three times in the grades, each time enlarging on the subject, has been avoided.

This text is in harmony with the modern idea of the interpretation of events rather than a bald statement of facts. The European background has been kept in mind, and an intelligent and helpful use of this knowledge appears in appropriate places throughout the book. Proper emphasis has been placed on the importance of the development of the west and of the great Mississippi valley. Military details have been either omitted or lightly passed over, as the horrors of the battle-field are unsuited to the child that we would rear in the atmosphere of peace.

The illustrations have been selected because of their historical and cultural value. Only those pictures that are helpful and inspiring have been introduced. The two colors by the duotype process have been employed, because a beautiful book in the hands of a child, one that he owns and handles every day, will have a greater influence for good upon his character than many pictures placed upon the walls.

It is a pleasure to acknowledge my indebtedness to those who have assisted me by their helpful suggestions and criticisms.

SIBYL DUNN WARDEN.

Oklahoma City, Oklahoma.

TO THE BOYS AND GIRLS WHO
ARE SOON TO LEND A HAND IN
SHAPING THE FUTURE DESTINIES
OF OUR COUNTRY, THIS BOOK IS
DEDICATED.

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DISCOVERY

THE VEIL, BETWEEN THE OLD WORLD AND THE NEW.

Our loved America, lying midway between Europe and Asia, with the waters of the Atlantic lashing its eastern shore and those of the Pacific bathing its western shore, is the same continent that it was when no civilized man knew of its existence. It is indeed strange how our country came to be found; but there is no myth connected with it as there is with many of the countries of the Old World. There is a reason why everything happened just as it did.

Many, many years ago, the people of the Old World used to get spices and jewels and silks from India by caravans; but in time the Turks became so powerful that they would not allow these precious goods to be carried across their country; so the people of Europe were forced to seek some other way of reaching India. It was not then known whether the earth is really round or flat. Some said that if the earth were round and they should sail to the other side that they could never sail up again; others feared that if it were flat that

they might sail over its edge. All this seems strange to us now, since by sailing around the earth we have proved that it is round.

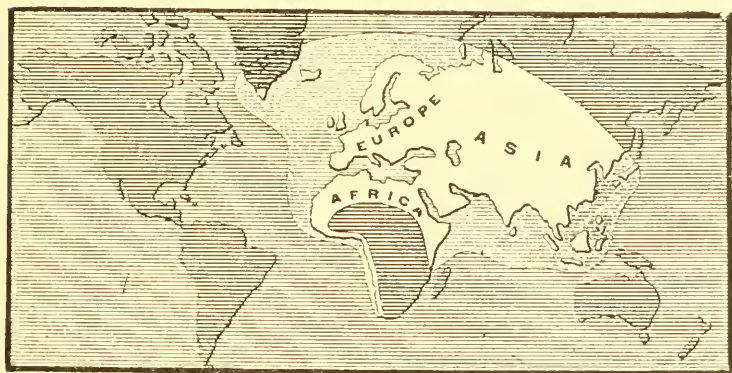
Long before Columbus lived, there was a wise man who said, "The world as known to us is really



MAP OF CARAVAN ROUTES

an island lying in the midst of the Atlantic. Probably there are other similar worlds, some larger than ours, separated from it by the sea." But the people of the Old World were so busy with their wars and with their work in their own countries that they did not listen to the words of the wise old man. As the years passed, people became more

and more anxious to reach the eastern coast of Asia, and to carry back to their own country the treasures of far away India. There must be found a shorter route to India, and sailors were now willing to risk their lives to find it. All fears were now forgotten in the one desire to win the glory of finding this shorter way.



THE WORLD AS THEN KNOWN

SUGGESTIONS

Locate on your map or globe the Old World.

Why do we say that the waters of the Atlantic *lash* the shore, but of the Pacific we say the waters *bathe* the shore?

Show how people used to go from Europe to India.

Explain what caravan means.

Who are meant by the Turks?

Difficult words—continent, treasures, terror, civilized, myth.

SOMETHING TO REMEMBER

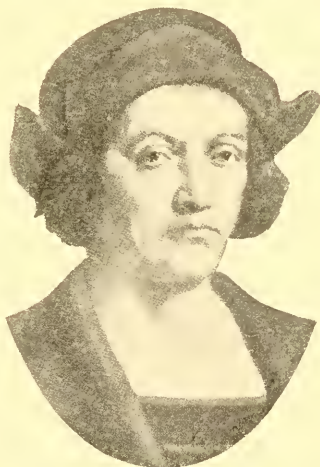
A waterway to India was sought because the people of Europe wanted to trade with the people of India, and the Turks would not allow them to go by land.

CHRISTOPHER COLUMBUS

He Discovered the New World and Knew It Not

We are told that Christopher Columbus was fond of the water even when he was a small boy and that at fourteen years of age he began to sail on the sea. In his early boyhood he helped his father at the wool combing business at Genoa in Italy, but later, he made his living by drawing charts and maps. When he was a young man he went to Portugal to live.

At this time Prince Henry, the son of the king of Portugal, was greatly interested in navigation. He had founded a naval



CHRISTOPHER COLUMBUS

college and had secured the help of the most learned professors of navigation. It was not long until the Portuguese seamen became noted because of their long voyages, for they had been taught to use the compass and an instrument called the astrolabe by which they could tell how far they were from the equator by finding the height of the sun. Prince

Henry believed that the eastern coast of Asia could be reached by sailing around the southern point of Africa, but he did not think that Africa extended as far south as it really does. It was not until after his death that a voyager, Vasco da Gama, really did sail around the Cape of Good Hope.

Prince Henry did so much for navigation that the discoveries of his seamen along the coast of Africa were the wonder of the world. He has been called the prince who had "the talent to do good." The great interest among the Portuguese in navigation only helped to encourage Columbus in his plans. His ideas differed from those of Prince Henry for he believed that he could sail directly west and reach eastern Asia.

While Columbus lived at Lisbon, the Portuguese capital, he attended religious services at a little chapel where he met the lady, Dona Felipa, who afterwards became his wife. Her father had been a famous navigator under Prince Henry and all his charts were given to Columbus. In this way he had an opportunity to know what the Portuguese had done, but he was not inclined to copy after them for he had ideas of his own which he wanted to prove.

He had eagerly read and studied about the world as it was then known, and he believed that only a short voyage to the west would bring him to the eastern shore of Asia. He felt that it was now his

duty to try to know the truth about the earth and the proposed shorter way to India. He was too poor to undertake it without help, so he decided to ask the ruler of some country to aid him; for truly it seemed to him an undertaking worthy of any king.

SUGGESTIONS

Locate on a globe or map the following countries: Italy, Portugal, Spain.

Find the Cape of Good Hope; also find India.

Show how the caravans used to go from India to Europe.

Make a list of the articles that the caravans brought to the Black Sea.

Difficult words—preparation, navigation, astrolabe, compass, encourage.

SOMETHING TO READ

The True Story of Christopher Columbus.—(*Brooks.*)

SOMETHING TO REMEMBER

Columbus when a boy helped his father. He was obedient to his parents. He was born near the shores of the Mediterranean and trained for the sea.

COLUMBUS SEEKING AID

He Offered to Kings the Discovery of a New World

While Columbus lived in Portugal he read what the ancients had written about geography, and made a careful study of the discoveries that had recently been made. You must remember that at that time they had printing presses, and the records, which had formerly been written by hand, were then being printed and were being read by a greater number of people. He read about the travels of Marco Polo, the famous Italian, who, two hundred years before, had journeyed through the countries of the far east and had visited at the palace of the great khan, or ruler of Tartary. The inside of this great palace shone with gold and silver, and in it were precious stones and beautiful vases. The khan's winter home was in the province of Cathay, which we now call a part of China.

At last Columbus decided to seek help from King John II, who had recently become the king of Portugal. The king remembered the interest which his uncle, Prince Henry, had taken in the voyages along the shores of Africa. He called a council of the learned men of his country and sought their advice. He asked them whether he should continue their old plan, or should adopt the new idea

which Columbus had of sailing directly west. The council did not approve of the new plan; but King John still felt that there might be something gained by making the voyage as Columbus suggested. He was anxious that his country should have the glory of the new discoveries, but he was



COLUMBUS BEFORE THE COUNCIL OF LEARNED MEN

not willing to reward Columbus for making them. To show that he was still interested in the undertaking, he asked Columbus to give him the charts and the exact plan of the way that he intended to sail. Then, without telling Columbus, he sent out a vessel with secret orders to follow the way Colum-

bus had mapped out. The men whom he sent did not have the courage and perseverance of Columbus, and, after they had sailed toward the west for a few days and had seen only a vast stretch of tumbling waves, they became discouraged and turned back. They laughed at the idea and said that it was unreasonable to think of finding land in those waters. Columbus was hurt when he learned that he had been deceived by the king, so he decided to leave Portugal. His wife having died, he took his little son and went to Spain.

When Columbus reached Spain, he found it impossible to get a hearing with the king and queen, Ferdinand and Isabella. They were busy directing their war against the Moors, and had no time to listen to the supposed idle dreams of a poor seaman. While Columbus was waiting, he was busy explaining his plan to men who had influence with the king. At last Ferdinand decided to ask for the opinion of the most learned men in his kingdom and to be guided by their decision.

Columbus met with these learned scholars. They tried to discourage him in his undertaking. They said that the distance around the earth was so great that it would require at least three years to make the voyage, and that it would be impossible to carry enough food to last that length of time. They even tried to make Columbus believe that it was wicked for him to try to find out the mysteries of nature.

Many of his listeners were convinced by his reasoning, but they did nothing to help his cause with the king.

The months slipped into years and still Columbus had not been told that he would receive the help which he so much desired. He decided that he would leave Spain and go to France. One



COLUMBUS RECEIVED BY THE QUEEN

morning he stopped at a little convent named La Rabida near the town of Palos to ask for some bread and water for his little boy. They had been traveling on foot, for Columbus was now too poor to own even a mule. The prior of the convent was so impressed with the appearance and with the conversation of Columbus that he invited him to

remain as his guest until he could send a letter to Queen Isabella.

This was the beginning of better days for Columbus; for after fourteen days the prior received a reply from the queen asking him to come and to explain about Columbus and his plans. There was great joy at the little convent and the kind-hearted prior set out before midnight. On his arrival he told the queen all about Columbus, and how he might bring great glory to the Spanish crown. She then requested that Columbus should return; and she also sent him money enough to buy a mule for his journey, and some clothing suitable for him to appear before the king and queen.

When Columbus returned he was received most graciously, but his troubles were not at an end; the king and queen were not willing to grant him all that he asked. He was thoroughly discouraged but still determined. Taking leave of his friends, he mounted his mule and started for France. When his friends saw that he was really going to leave their country, they went to see the king and queen. They explained to Ferdinand and Isabella that the things which Columbus wanted were as nothing compared to the glory which his discoveries might bring to their country. Queen Isabella was deeply interested and said that she was willing to furnish money for this undertaking; but King Ferdinand thought that they

should wait until their kingdom had recovered from the heavy expense of the war with the Moors.

At last Queen Isabella thought of another way of raising the money; she said that she would pledge her jewels to raise the funds necessary for the enterprise. A messenger was sent to overtake Columbus and to tell him to return. He at first hesitated; but, on being told that the queen had given her positive promise, he turned his mule and rode back. He was so kindly received that it helped him to forget his disappointments, and an agreement was signed by Ferdinand and Isabella, giving him authority to make his voyage.

SUGGESTIONS

Tell what you can about Marco Polo.

What countries had Columbus now visited?

Who deceived Columbus?

Tell the story of Columbus and his little boy.

Difficult words—approve, perseverance, enterprise, mystery, discourage, disappointments.

SOMETHING TO READ

Story of Marco Polo.—(*Noah Brooks.*)

Travels of Marco Polo for Boys and Girls.—(*Knox.*)

SOMETHING TO REMEMBER

Spain was the only country that helped Columbus. He waited years for that help.

THE PREPARATION AND VOYAGE

The Hope of Success Healed the Sufferings of the Past

With a light heart Columbus immediately returned to the little convent at Palos. He called the people of this village together and one of the town officers read to them the order from the king and queen which provided for the expense of the voyage. This order also directed that the village of Palos get two vessels ready for sea within ten days, and turn them over, together with their crews, to Columbus. He was permitted to furnish the third vessel, which he did by the aid of his friends. It was no easy undertaking to find men who were willing to go with him on the unknown waters of the Atlantic. The boldest seamen shrank from such a voyage. All kinds of frightful stories were told about the horrors of the sea. Men would not volunteer to go; so the king appointed an officer to compel sailors to go with Columbus. In some cases criminals were taken out of prison to go on the voyage. Martin Pinzon, who owned vessels, and had influence among the seamen, decided that he would furnish one of the vessels. He became the commander of the vessel called the *Pinta* and persuaded many of his friends to embark.

At last three small vessels were ready, the *Santa Maria*, *Pinta*, and *Nina*. Early Friday morning, August 3, 1492, after religious services, Columbus gave himself and his vessels to the guidance of Heaven. He then went on board the *Santa Maria*,



THE THREE VESSELS

the only vessel which had a deck, and the three small vessels, with one hundred twenty persons on board, sailed out of the harbor. The sea was full of terror to the men on board, and many of them wept as land faded from their sight. Columbus did not share in their fears, but was happy in the thought that he was now able to undertake to do

that for which he had been striving during the past eighteen years.

On the third day the *Pinta* gave the signal of distress, and they stopped for repairs at one of the Canary islands. They were detained there more than three weeks making a new rudder for the *Pinta* and changing the sails of the *Nina*. After they had taken on plenty of provisions and water, they again set sail, and soon every trace of land was lost to view. The seamen were now even more fearful than at first; for they realized that everything that was dear to them lay behind them, and that only mystery and danger lay before them. Columbus did everything that he could to quiet their fears and to inspire and interest them. He even promised that he would reward them with gold and riches, for he believed that they would come to a rich country. He gave orders to the commanders that whatever happened, they should continue their course directly westward.

On and on they sailed for more than thirty days, and still no sign of land. At last they noticed, hovering about the ships, a bird which they knew never ventured far from land. Twice they thought they saw land, but when they came nearer, they learned that what they thought was land was only an evening cloud. The sailors said that everything was different in this strange region, and that what would be considered a favorable sign on land, was

here only an omen of some misfortune. The strong east wind, which had so steadily carried them westward, they said, would never change and their return would soon be impossible. Their provisions were getting low, and their vessels were becoming weakened by the long voyage.

They secretly agreed among themselves that Columbus was mad and that if they did not compel him to return, they would all be lost. When they told Columbus that they were determined to turn homeward and give up the voyage, he tried to quiet them with gentle words; but, when he saw they would not listen to his kind words, he told them he had been sent out by their king and queen to try to find the Indies, and that however much they might complain, they should keep on at their work until they came to land.

On the very next day, even the most discouraged sailor believed that they were near land; for they saw, floating in the water, a branch with berries on it, and it looked as if it had recently been a part



COLUMBUS ON BOARD THE
SANTA MARIA

of a thorn tree. Great flocks of birds going toward the southwest passed over their ships. Columbus knew that the Portuguese had made many of their discoveries by following the flight of birds; so he directed his vessels toward the southwest.

All that day everyone was on the watch; and that evening, after they had sung their vesper hymn, Columbus talked to them and told them that it was probable they would reach land that very night, and that it would be unsafe for them to sail after midnight. To the one who first discovered land, he said he would give a silk doublet in addition to the reward that King Ferdinand and Queen Isabella had promised.

Everybody was full of expectation, and at sunset they were plowing the waves at the rate of twelve miles an hour, with the *Pinta* in the lead; for she could sail faster than the other vessels. About ten o'clock Columbus thought he saw a glimmering light; but to be certain that he was not mistaken, he called several of his crew, and they also saw the light. Columbus was now certain that they were near land and that people lived on it. Regardless of danger, they kept on in their course until two o'clock in the morning of October 12, when the *Pinta* gave the signal of land. A sailor on board the *Pinta* was the first to sight land; but the reward was given to Columbus, because he was the first to see the light which was a certain sign

of land. They took in their sails and waited for daylight, but not an eye was closed in sleep. The trackless ocean had been forced to give up her secret; but before them lay an even greater mystery than the mystery of the sea.

SUGGESTIONS

Tell the story of how Columbus got ready for his voyage.

Why did the sailors not want to make this voyage?

How did they know when they were near land?

Difficult words—provisions, rudder, omen, expectation.

SOMETHING TO READ

Columbus.—(*Joaquin Miller.*)

SOMETHING TO REMEMBER

Columbus sailed from Palos, Spain, to find a shorter way to India. He believed that he could sail west and find the rich cities of the east.

THE DISCOVERY OF THE NEW WORLD

He Believed the New World Was a Part of India

As morning dawned on Friday, October the twelfth, 1492, Columbus beheld the New World; but he did not know that the level island which lay before him was so near to a great unknown continent. He thought it was one of the many islands off the eastern coast of Asia. He gave the signal to anchor their vessels and to prepare the small boats. Columbus, richly dressed in scarlet and carrying the royal standard, entered his boat, while his captains, each carrying a banner of the green cross with an F. and a Y. and a crown over each letter, went with him in other boats. When they reached the land, which was beautiful with green foliage and rare fruits, he planted his standard, and with drawn sword took possession of the island in the name of Spain, naming it San Salvador.

The men who had been so rebellious now crowded around him and asked him to forgive them. They promised that hereafter they would obey his orders without complaining. The natives of the island at first were afraid and ran to the woods; but they were so curious about these strange people that, when they realized that they would do them no harm, they came up to the Spaniards and touched

their hands and faces. They thought that these strange beings had sailed from the skies. Columbus did not know what to call these natives, but he believed that this island was a part of India; so he called them Indians.

Columbus was eager to learn all that he could about the newly found land, so he again entered his



THE LANDING

boat; but he did not know which way to go, for there were many islands in every direction. They were all green, and looked very fertile. He was sure that now he was among the islands that Marco Polo said lay near China. He named them West Indies, because by sailing west he believed that he was near India.

He cruised about for several weeks and often stopped to explore an island; but he did not stay long in one place, for he wanted to see as much of the country as possible. He was anxious to take a report of all that he had seen back to his sovereigns, and especially was he eager to take back an abundance of gold, for he knew that this would please them most of all. They then came to the island of Cuba, and, being sure that he had at last reached Asia, he sent into the interior messengers who could talk in several languages, and also an Indian guide. These were to announce his arrival to the king of the land and to give him the letter which the sovereigns of Spain had sent.

When the messengers came back, everyone crowded around to hear about the country and about the king to whose capital they had been sent. They said they had found a village of fifty houses, or booths, in which lived about a thousand people. The Indians thought they had come from heaven and they led them to their principal house and gave them chairs on which to sit. These chairs had been made from single pieces of wood in the form of animals. Then the natives seated themselves on the ground to listen to these men. They tried to talk to the natives, first in one language and then in another, but they could not understand; finally their Indian guide explained to them about the white men.

After he had finished talking, to show how much the Indians thought of these wonderful beings, they crowded around them and even kissed their hands and feet. The messengers said that, when they started to go, they could hardly keep the Indians from following them, for they wanted to go back to the skies with them.



THE ROUTE OF COLUMBUS

On their way back the messengers learned much about the country and what grew there. Columbus was now convinced that the king, to whom he was to deliver his letter, did not live here, so he decided to go in the direction where the natives said great quantities of gold might be found.

On Christmas eve, Columbus lay down to sleep, for he had had no rest for two days and a night. The sea was very calm and the sailor in charge of the ship also went to sleep, leaving a boy to direct

its course. As they were cruising along in shallow waters, the ship was carried upon a sand-bank. After the vessel struck, Columbus was the first to reach the deck. He gave orders to put down the little boats and to carry out and place an anchor. The men were so confused that they did not obey his orders, but went to the other vessel. Columbus soon saw that nothing could be done to save his vessel; and both he and his crew went on board the *Nina*. Pinzon, the commander of the *Pinta*, had separated from Columbus and at this time Columbus did not know where he was.

It is said that the Indian chief wept when he heard about the loss of the white man's ship. He sent men with canoes to help unload it. Columbus decided to build a fort out of the timbers of the wrecked vessel.

When the fort was completed, thirty-nine men volunteered to stay in this newly found country; among them were a physician, a carpenter, a tailor, and a gunner. Columbus told them to obey the man whom he left in command. He warned them to keep together, and, above all, he cautioned them to be friendly and just with the natives; for the natives had been very kind to them when they were in distress. He gave them seeds to plant, and he left articles with which to buy gold from the Indians.

In order that he might prove to the Indians that these Spaniards were powerful, and that they could protect themselves and also defend their Indian friends, he ordered his men to show what they could do with their swords and cannons. They gave many drills and fired a ball which went through the sides of the old ship and far away over the water.

Preparations for the return voyage were being rapidly made when an Indian came and explained that it was two days since he had left the *Pinta* in a harbor some distance to the eastward. In a few days Pinzon rejoined Columbus and after the signal had been fired and the crews had given a parting cheer to their comrades, whom they were never again to see, the two frail vessels set out on their return to Spain.

SUGGESTIONS

Where is San Salvador?

Why did Columbus name the islands West Indies?

Give a word picture of what he found.

What did F and Y on the banner mean?

Collect all the pictures of Columbus and his voyage that you can find.

Write your own story of the people whom Columbus found.

Difficult words—standard, rebellious, volunteer, comrades, cruise, sovereigns.

SOMETHING TO READ

The True Story of Christopher Columbus.—(*Brooks.*)

SOMETHING TO REMEMBER

Columbus discovered a New World, but believed that it was a part of India.

THE RETURN

He Taught the Nations of the World the Way to America

The trade-winds, which had been so favorable when they were sailing toward the west, were now equally unfavorable when they wanted to sail toward the east. When they had been out a little more than a month, a terrible storm came on, and the two vessels became separated. Columbus had signal lights placed on the masthead and at first the *Pinta* answered the signal by a similar light, but her lights grew dimmer and dimmer and soon nothing more could be seen of her.

Columbus now feared that his discovery would never be known to the world. He therefore wrote out a brief description of his voyage and discovery, and sealed and directed it to the king and queen. After wrapping it in a waxed cloth, and placing it in the center of a cake of wax, he put it in a large barrel and threw this into the ocean. Then he fixed another record in the same way and fastened the barrel to the vessel so that, in case of ship-wreck, some one might find the history of his discovery on the wreck of the vessel.

The first land that he reached on the return voyage, was the most southern island of the Azores. These islands belonged to Portugal, and the king

of Portugal, being jealous lest Columbus might in some way lessen the glory of the Portuguese discoveries, ordered that Columbus should be captured wherever he might be found.

Columbus gave everyone who talked with him to understand that he had been sent out by the sovereigns of Spain, and that no one had a right to interfere with him. After he reached Portugal, King John summoned him, and on his arrival he was given a seat in the king's presence, an honor which was granted only to persons of high rank.

The king listened to a minute description of all that Columbus had found, no doubt secretly regretting that the glory of this great discovery did not belong to his country. He offered to provide horses, lodging, and everything that he might need if he wanted to return to Spain by land; but Columbus preferred to go in his own vessel. The next day Columbus put to sea, and at noon on March the fifteenth he arrived at the same harbor from which he had sailed. In a little less than seven and a half months, he had opened the way to the New World, a way which was soon to be followed by many navigators from other countries.

SUGGESTIONS

Why did Columbus guard his description so carefully?

Where are the Azores?

Can you explain why the king of Portugal was so interested in Columbus?

Difficult words—trade-winds, masthead, summoned, description.

SOMETHING TO READ

Children's Stories in American History.—(*Wright.*)

The True Story of Christopher Columbus.—(*Brooks.*)

SOMETHING TO REMEMBER

Columbus opened the way to the New World.

THE ARRIVAL

The World Honors a Successful Man

It was a great event in the history of Palos, as well as in the history of the world, when Columbus landed. Great crowds gathered to hear the news of the wonderful discovery. Bells were rung and all places of business were closed. The people formed a great procession and went to their principal church to give thanks to God. Whenever they saw Columbus, they shouted and cheered. The way in which they now treated him was in great contrast with the way in which they hissed him on the streets a few months before. Columbus immediately sent a letter to the king and queen telling them of his safe arrival and stating that he was awaiting further orders from them.

It is a strange event that the vessel, *Pinta*, which had been lost in the storm, should arrive in the harbor the same evening on which Columbus landed. Pinzon, the captain, had been driven by a storm to another bay, and, not knowing the fate of Columbus, had sent a letter to the king and queen telling them about the discoveries that he had made, and asking that he be allowed to come to court and tell them all about the voyage. As he afterwards sailed into the harbor at Palos, he saw

the *Nina* and heard the noise of the reception which was being given Columbus, and the hope of telling his story to the king and queen was shattered.

He did not go to Columbus and tell him how glad he was that he, too, had safely arrived, but he landed in his little boat and did not let anyone see him until Columbus had gone to see the king and queen. This man had spent a great deal of his own money in fitting out the vessels and had been of great help to Columbus, but he had forgotten that he must remain loyal to his commander. His sovereigns sent him a letter in which they reproved him for his conduct, and they would not allow him to come to court.

The fame of this great discovery spread throughout Spain. Columbus soon received a letter from the king and queen addressing him as "Don Christopher Columbus, our Admiral of the Ocean Sea, and Viceroy and Governor of the Islands Discovered in the Indies." They told him in the letter how pleased they were and that they were anxious for him to appear at court.

Columbus lost no time in complying with their wishes. As he came near Barcelona, great crowds of people came to meet him. He arranged a procession similar to the ones which the Romans were accustomed to give in honor of their conquerors. First of all in this procession, were the Indians that he had brought with him, painted in their

gaudy colors and wearing their ornaments of gold. After these many kinds of live parrots were carried and also many specimens of wild and unknown animals. Many things that showed the wealth and resources of this newly found country were displayed. Last of all, came Columbus on horseback,



COLUMBUS RECEIVED BY FERDINAND AND ISABELLA

accompanied by a host of Spanish soldiers. The throne of the king and queen was in an open court under a canopy of gold-cloth.

In all this display Columbus was the central figure, and he was noticeable because of his commanding appearance and his gray hair. His face lighted

up with a modest smile as he approached his sovereigns, and when he would have stooped to kiss their hands, they graciously gave him a seat at their side. He told them about his voyage and what he had found on the islands. When he had finished talking, the king and queen and all those present sank on their knees and gave thanks to God for the newly found country. During his stay, the highest marks of respect were paid him not only by the king and queen but even by the members of the court, who vied with each other to do him honor.

SUGGESTIONS

What do you think was the plan of the commander of the Pinta?

Write a letter such as you suppose Columbus wrote to King Ferdinand and Queen Isabella.

Write their reply.

Difficult words—procession, contrast, accustomed, conqueror, resources, canopy, commanding.

SOMETHING TO READ

Columbus and His Companions.—Higginson's "Young Folk Series," No. 1.

SOMETHING TO REMEMBER

The return of Columbus to Spain was a great day in the history of the world. He announced to the world the success of his voyage.

OTHER VOYAGES AND SETTLEMENTS

He Was a Discoverer But Not a Colonizer

The king and queen were anxious for Columbus to arrange for another voyage. This he gladly consented to do. It was now easy to find people who were not only willing but anxious to go with him. Columbus made not only the second voyage, but also the third and the fourth. He found many more islands, but he never reached any part of what is now the United States. He touched the coast of South America and of Central America, but he was disappointed because he did not find the rich countries of the Orient. He did not realize that he had really found a New Continent of greater value than what he had been seeking.

The colony planted by Columbus on the island of Haiti, or as he called it, "Espanola", meaning "Little Spain," was unsuccessful; for the men either had been killed by the Indians or had been stricken by disease. Other men, eager to find gold, or filled with the spirit of adventure, had come as colonists. Columbus, who had had such wonderful success as an explorer, was unsuccessful with his colonies. He felt that, in order to please his sovereigns, he must find gold; so he bent every energy to find the precious metal. The sovereigns did not

want to wait to develop the new country, but they kept demanding that Columbus send more gold. A part of the first gold which was sent to Spain was used by the king to gild the ceilings of the royal palace.

The colonists were discontented and unhappy, and kept continually sending complaints to the king and queen. At last Ferdinand and Isabella sent an officer to investigate the affairs on the island; for a part of the colony was now in open rebellion against the authority of Columbus. As soon as the officer arrived, without making any inquiry, he ordered his men to seize Columbus and to put him in chains. Even the enemies of Columbus were horrified at such harsh and cruel treatment.

When the commander of the ships came to take him on board, Columbus inquired, "Villejo, whither are you taking me?" "To the ship, your excellency, to embark." "To embark!" repeated Columbus, "Villejo do you speak the truth?" "By the life of your excellency, it is true." Columbus now hoped that his life would be spared to explain everything to the king and queen.

The master of the ship was kind to Columbus and wanted to remove his chains, but Columbus would not allow them to be taken off; he said that they had been put on by the authority of his sovereigns and that by their authority only should they be removed. He said that he would always keep

them as relics and memorials of the reward of his services.

As soon as Columbus reached Spain, the news of his arrival as a prisoner and in chains created almost as great a sensation as the news of his discovery.



COLUMBUS IN CHAINS

Everybody was shocked, and even his enemies thought that he should not be so cruelly treated. The king and queen ordered his chains removed and invited him to come to court. They said that the officer whom they had sent had acted without their authority, and they promised Colum-

bus that all of his honors should be restored to him.

It is believed that Queen Isabella was sincere and that she really wanted to allow Columbus to return as governor of the island; but King Ferdinand was not so inclined. He was selfish, and he thought that he had already given too much honor and reward to Columbus for his discovery. He removed the officer who had been so cruel to Columbus, but he did not restore Columbus to his old position. He placed another man in authority, and told Columbus that in a short time he should return to his colony.

SUGGESTIONS

Why did King Ferdinand and Queen Isabella want Columbus to make another voyage?

What had Columbus really been seeking?

What kind of man do you think King Ferdinand was?

Putting chains on Columbus had what effect upon the people?

Why did Columbus refuse to have his chains removed except by the authority of his sovereigns?

Difficult words—Orient, adventure, authority, memorial.

SOMETHING TO READ

Ferdinand and Isabella.—(*Washington Irving.*)

THE LAST VOYAGE

He Did Not Find a Shorter Way to India

Although Columbus was waiting to be restored as governor of the island, yet all the while he was planning for his fourth and last voyage. He remembered that when he was in the Carribbean Sea that the ocean currents were very strong, and he believed that this showed that there might be an opening into the Indian Ocean. His last voyage was therefore made in the belief that he could find a strait through which he might sail to the long sought shores of Cathay. He reached what we now call the Isthmus of Panama, but he did not know that such a narrow neck of land separated him from the waters of the Pacific.

Columbus returned to Spain broken in health. On the death of Queen Isabella, which occurred soon after his return, hope died within him; for it was only through her that he believed he would ever be rewarded for his services. King Ferdinand withheld from Columbus the just incomes which would have relieved him from petty annoyances, but the king could not withhold from him the glory of the great discoveries. In 1506, Columbus died, a poor and heart-broken man. He never

knew that he had discovered a new continent, equal in size to the then known world.

Columbus was first buried in Spain; but after thirty years he was removed to a cathedral in the city of San Domingo. The remains of this man of energy were not yet to rest in peace; for about two hundred years later, the island of Haiti was transferred to France, and they were taken to Havana in Cuba. When Spain was compelled, by the United States, to give up her authority in Cuba, they were again taken up and carried back to Spain to find their resting place in the country he had honored.

SUGGESTIONS

Where was Cathay, and why did Columbus want to go there?

What made Columbus believe that there was a strait which would allow him to pass into, what he believed, the Indian Ocean?

Tell the story of his last voyage.

Write a story of Columbus using the following topics:

1. When and where he lived.
2. What he wanted to do.
3. How he planned to do it.
4. What he did.

SOMETHING TO REMEMBER

Columbus had reached the coast of South America, but still thought it was a part of India.

THE CABOTS

First Discoverers of North America

It is a strange fact that Italy was the native home of the three great navigators who first planted the flags of discovery on the shores of the New World. It is even more to be wondered at, that neither of these men sailed under the Italian flag. Columbus, who was born at Genoa, Italy, sailed under the Spanish flag; Americus Vesputius, of whom we shall soon learn, was a native of Italy, but lived in Spain when he made his voyages to the newly found land; and John Cabot, the last of the group, although born in Genoa, and reared in Venice, made his discoveries under the flag of England, for he had also left his native land, and made his home at Bristol, England.

Cabot had sailed on the waters of the Mediterranean, and had watched the arrival of the caravans from India laden with precious silks and spices. He had also sailed upon the waters of the Atlantic to the British Isles and had then crossed the icy waters to Iceland. He was one of the greatest seamen of his time, and also believed that the countries of the distant east might be reached by sailing toward the west. When he heard of the success of Columbus, he was more eager than ever

to make a voyage; he thought that he might find land as rich and beautiful as that which Columbus had discovered. He secured permission from King Henry VII to make the voyage, with the understanding that one-fifth of all that he gained was to be paid into the king's treasury.

John Cabot set out with one small vessel, the *Matthew*. His voyage was very different from that of Columbus; although he kept his course toward the west as Columbus had done, he soon crossed the warm waters near the British Isles and passed into the waters where floated great, glittering icebergs. The first land which he reached he named "Prima Vista," meaning "first seen." It was either the island that we now call Newfoundland or the mainland on the coast of Labrador. He planted the English flag, and by its side he placed the banner of Venice.

It was now midsummer; but he did not find beautiful flowers and waving forests, although he was farther south than Merry England. Cabot thought that it was a part of the long dreamed of Cathay. He learned that there were a great many bears and that they found their food by diving into the water and catching the fish. In that region the fish were so numerous that they often hindered the vessels in sailing. Cabot took home with him some of the snares which the natives had set to catch game, and also a needle for making nets. After coasting

along the shore for several hundred miles, he decided to return home.

Cabot reached England after having been gone a little more than three months. The king received him with great pomp, and we find in his private records this entry: "For him that found the new isle, ten pounds." The king could have afforded to pay him generously, for to John Cabot belongs the honor of being the first real discoverer of the mainland of the New World. Columbus had found the islands of the West Indies five years before this

time, but he did not reach the mainland of South America until about fourteen months after the landing of John Cabot.

Just when or where John Cabot died, is unknown. We know, only, that his son, Sebastian, took up his work and continued the search after the new and unknown lands.



SEBASTIAN CABOT

He landed on the bleak and frozen coast of Labrador. It was the month of July and there were so many icebergs in the water that he was forced to change his course. He turned his vessels southward and explored the coast as far south as Cape Hatteras on the coast

of what is now North Carolina. Through these efforts, he gave to England the right to a vast stretch of territory. He was greatly honored by the English, and a monument to his memory has been erected at Bristol, England.

SUGGESTIONS

Tell the story of how the Cabots found America.

Under what flag did they sail?

Where is Newfoundland?

What did they call the first land which they found?

Why did explorers always want to take something home with them?

Difficult words—hesitate, permission, perpetual.

SOMETHING TO READ

Higginson's "Young Folk Series," No. 2.

SOMETHING TO REMEMBER

John Cabot sailed directly west from England and reached the coast of North America fourteen months before Columbus reached the coast of South America.

NAMING THE NEW WORLD

The Honor Not Given to the True Discoverer

Americus Vespucius was born and brought up in Florence, Italy, and, like Columbus, went to live in Spain. He was a merchant, and it was his pur-



AMERICUS VESPUCIUS

pose to regain a lost fortune. After he went to Spain he helped to fit out many vessels that were sent to the newly found lands. He himself made several voyages, and, on one of the first, he touched the mainland of South America. A few years later he made another voyage, and, on his return, he made a map and published an account of the country he had seen and called it the "New World." He was the first to make the mass of the people of Europe understand that the new discovery was a new continent and not a part of India.

The year after the death of Columbus, a teacher of geography, named Waldseemuller, published a little book called "Introduction to Geography." It

contained a description of the New World as discovered by Americus Vesputius. This was a subject in which all classes of people were interested. He stated that, since both Europe and Asia had taken their names from women, he saw no reason why this country explored by Americus Vesputius, should not be called the land of Americus, or America, since the names of both Europe and Asia were in the feminine form. This name, changed to America, was gradually placed on maps and charts and the public became familiar with it, little thinking that by its use the true discoverer was being robbed of the glory of the name.

We have no record that Columbus ever tried to attach his name to any of his discoveries; but all countries give him the credit of being the real discoverer. In poetry and in song we shall always think of this new discovery as "Columbia, the Gem of the Ocean."

SUGGESTIONS

Write or tell a story about naming the New World, using the following topics:

1. Americus Vesputius.
2. How the name America came to be used.
3. What do you think the name should be?

SOMETHING TO READ

America's Godfather.—(*Virginia Johnson.*)

SOMETHING TO REMEMBER

Commit to memory a stanza of "Columbia, the Gem of the Ocean."

EXPLORERS

PONCE DE LEON

The Discoverer of Florida, the Land of Flowers

It is almost impossible for us to understand what the nations of the Old World thought about this strange land. It is somewhat as if we were to try to explain about a continent in the moon, except that in those days a few explorers had actually reached this continent. What it was, or how large it was, or what were its resources, they could not tell. These are questions that, as yet, have not been fully answered, for many of the great possibilities of North and South America are still unknown.

For more than a hundred years, the countries of Europe continued to send explorers to this continent. These explorers marched through the luxuriant vegetable growth of the south; they sailed up the great rivers; they crossed the Isthmus of Panama and waded into the waters of the Great Sea; they climbed the mountains; and they ventured far into the fur bearing regions of the north. Everywhere they went, they claimed for their own country the land that they explored, but the great interior was still unknown.

Ponce de Leon was one of these explorers. He had sailed with Columbus on his second voyage

and at one time he was governor of Porto Rico. He was a true Spaniard and fond of adventure, but there was something which influenced him more than the Spaniards' greed for gold. It was a desire to drink from the fountain of youth. This fountain of never-failing running water was supposed to be on an island somewhere north of Cuba. It was said that whoever bathed in this fountain and drank of its waters would have his youth given back to him.

Ponce de Leon fitted out three vessels and went in search of this magic fountain. He sailed among the Bahama islands, and one day, Easter Sunday, March 27, 1513, he came to a strange shore, which he thought was an island. He seemed to have reached the land of flowers and of eternal summer. He named it Florida, because he had discovered it on Easter Sunday, which the Spaniards called Pasqua Florida, the feast of flowers, and because it seemed to him a land of flowers.

On his return the king of Spain made him governor of this land, and in a few years he came back to plant a colony. The Indians did not want the Spaniards to come into their country; they made war on the Spaniards when they tried to land. Many Spaniards were killed and Ponce de Leon was wounded by an arrow. He was taken to Cuba, where he died, never having learned that the fountain of youth which he sought was not to be found.

SUGGESTIONS

Why was Florida called the land of flowers?

Of what importance was it to the Spaniards?

Difficult words—explorer, luxuriant, magic, Bahama, resources.

SOMETHING TO READ

Children's Stories in American History.—Pages 71-75.

SOMETHING TO REMEMBER

Ponce de Leon discovered Florida, but he did not find the fountain of youth.

FERDINAND DE SOTO

The Discoverer of the Mississippi River

Ferdinand de Soto was born in Spain, of a noble family, but his parents were too poor to send him to school. One day a wealthy nobleman saw him and was so pleased with his appearance that he adopted him and educated him as though he were his own son. De Soto spent six years at a Spanish university and took many prizes at their contests. He had read so much about the wonderful discoveries in the New World that he determined that he, too, would win honor and fame. He sailed with the nobleman who had helped him to get an education. For fifteen years he traveled over this continent exploring the country and visiting the Indian tribes. When he returned to Spain, he was received with great honor, for his deeds of bravery and his great discoveries were told throughout the land.

He married the daughter of the man who had been so kind to him when he was a boy. A few years after his marriage, the king appointed him governor of Cuba and Florida, and gave him permission to explore the country. In the early spring of the year 1538, he sailed from Spain with a fleet of ten vessels. Times had changed since the days

of Columbus; for De Soto had so many people that wanted to go with him that his ships would not hold them. He selected six hundred men of noble birth. They took with them two hundred twenty-three horses and everything necessary for an adventure into the New World. They landed first at



DE SOTO'S DISCOVERY OF THE MISSISSIPPI RIVER

Havana, where De Soto left his wife to govern the colony until he should return. He then went to Tampa bay.

When these young noblemen saw the dense forests, and realized what it really meant to be explorers, a few of them became frightened and turned back. De Soto, however, was undaunted,

and, with the greater part of his men, he set out to learn more about the interior. Their wanderings cover a period of four wretched years. The journey took them through many of the southern states, and extended even as far north as Hot Springs, Arkansas.

De Soto, in his search for gold, found the great Mississippi river. In the Indian language the name means "Father of Waters." The Indians had named it better than they knew, for it is the longest river in the world. For ages this great river had carried the waters of a vast inland region to the gulf, but no civilized man had ever before looked upon its mighty waters.

De Soto pressed forward with his explorations, and he was often attacked by hostile Indians. The climate was unhealthful, and the long marches with not enough food and shelter had weakened his health. He was finally taken sick with a fever; and, when he knew that he could not live, he called his faithful soldiers to him, and, bidding them farewell, he asked them to love and to help each other. In order that the Indians might not find his body, his soldiers wrapped it in shawls loaded with sand, and in the darkness sank it in the river.

The few men who remained built boats and plugged the crevices with the bark of mulberry trees. In these boats they sailed down the Missis-

sippi to the gulf and after many hardships reached a Spanish settlement. Thus ended a pioneer effort at inland exploration.



DESCENDING THE MISSISSIPPI RIVER

SUGGESTIONS

Give a word picture of De Soto's journey and of what he saw.

Difficult words—permission, undaunted, interior, pioneer.

SOMETHING TO REMEMBER

De Soto was the first to explore the great interior.

JAMES CARTIER

The Discoverer of the St. Lawrence River

James Cartier, a French hero, was born at St. Malo, France, two years after the discovery of the New World was made by Columbus. His ancestors had been men of the sea, and the people of the town in which he lived were largely engaged in a sea-faring business. It was as natural for him to live on the water as it is for ordinary people to live on the land. In the town hall at St. Malo, may be seen his picture which is greatly prized by the people of that place.

The stories told by the Cabots of the great quantities of codfish found in the northern waters, were retold in France. Although the king was slow to realize the importance of the discoveries in the New World, nevertheless, in 1534 he selected Cartier to undertake a voyage.

Accordingly, Cartier sailed from St. Malo with two small vessels and reached the coast of Newfoundland. On this voyage he did little more than spy out the places that he expected later to explore. He crossed the Gulf of St. Lawrence and saw the mouth of a great river. This river was so wide that he could scarcely see across it. Wherever he landed, he planted a cross bearing the fleur-de-lis,

the flower of France. He was not prepared to endure a northern winter; so, taking with him two natives as proof of his discovery and also that they might learn the French language and act as interpreters, he returned home and told of his discovery.

It was still believed that a northwest passage to Asia might be found, so the next year Cartier returned to the New World, taking with him the two Indians that he had carried to France. It was midsummer when he reached an island near Newfoundland, and he said that there were so many birds on this island that they would not have been missed if he had filled his ships with them.

After he had thoroughly explored the Gulf of St. Lawrence, he sailed up the river. The natives that he found were very kind to him and his party, but they did not want him to go farther up the river. The two natives that he had taken with him the year before explained to him what the Indians said. One day the two Indians who had been in France, slipped away from him and joined their own people. They could never be induced to return; because, they said, all of the Frenchmen carried weapons, and they themselves had none.

The Indians tried to keep the French from ascending the river which Cartier named the St. Lawrence. They brought gifts of fish and eels and

even offered to give their children if Cartier would not go to their village called Hochelaga. One day three Indians dressed themselves in black and white dogs' skins, blackened their faces, and put horns on their heads. The Indians placed these



CARTIER AT MONTREAL

men in a canoe and hid themselves in the woods. As soon as the canoe came near the French vessel, the men stood up and one of them made a long speech, but he did not once look at the white men. When the canoe floated toward the land, the Indians rushed out of the woods and caught it, and they carried into the woods the three men who had

fallen down as if dead. Cartier and his men could hear them talking. After a long time the two Indians who had been with them in France came toward them, holding their hands above their heads. Cartier asked them what had happened. They spoke in French and said, "It is not good." Then they explained that their god at Hochelaga had sent these three men to tell that there was so much snow and ice in that country that whoever ventured there would surely die. Cartier laughed at them and told them that he had been assured of fair weather. At this, they seemed much pleased and began dancing and singing.

Cartier reached Hochelaga, a village of the Huron Indians, the second of October. The Indians were friendly and invited the white men to their land. The village consisted of about fifty huts and all around it were fields of ripened corn. Cartier climbed a lofty hill which lay back of the village and named it Mont Real. It is upon this hill that the city of Montreal was afterwards built.

Cartier learned from the Indians that the river which he called the St. Lawrence flowed from lakes so large that it would take three months to cross them in their canoes. The Indians also told him that there was a place where the water poured over in a great waterfall.

Cartier found that there was copper in this region, but he found no trace of either gold or silver.

He named this country New France and remained two years in this region. At last, worn out with hopeless adventure, he returned home. It was more than fifty years before a successful colony was planted in New France.

SUGGESTIONS

Why is the story of Cartier important?

Which explorer do you like best?

What is the name of the flower which France placed on her banner?

Who is an interpreter?

Of what lakes is the St. Lawrence the outlet?

Difficult words—ancestors, interpreter, induced, weapons, consist, adventure.

SOMETHING TO READ

Baldwin's "Discovery of the Old Northwest."

SOMETHING TO REMEMBER

Cartier explored the St. Lawrence in 1534. At that early date he found traces of copper. This metal proved to be a great source of wealth to this section of North America.

HENRY HUDSON

The Discoverer of the Hudson River

Henry Hudson was an English seaman of great daring. He believed that a passage to Asia could be found through the icy waters of the northern seas. His early voyages were made by the authority of England; but as he did not find either a north-eastern or a northwestern passage to India, England refused to give him any further assistance. He went to Holland and obtained from the Dutch East India Company the help which he needed. He was given a vessel called the *Half-Moon*, manned by eighteen sailors, and was told that he could continue his search for a waterway to India.



HENRY HUDSON

In the spring of 1609 he sailed on the seas north of Europe; but finding that it was impossible to sail in these waters on account of the huge icebergs, he turned his vessel toward the west and reached the coast of Newfoundland. Here he stopped to repair his ship, which had been broken by the ice-

bergs. From this place he went toward the south and landed at Cape Cod bay; then he continued his southern route until he reached Chesapeake bay.

Hudson never lost his desire to find a waterway to India; and as he retraced his course, he watched carefully for the mouth of some large river on



HENRY HUDSON AT MANHATTAN ISLAND

whose waters he might possibly sail to the great Pacific Ocean. He explored the Delaware bay and sailed along the coast of New Jersey. The *Half-Moon* passed around a low "Sandy Hook" and anchored at a safe inlet. Here, as everywhere that he landed, he was met by great numbers of Indians, who brought their gifts of Indian corn, fruits, and

furs. Boats were sent out to explore New York bay.

The *Half-Moon* now passed into the inner harbor. Before them lay a beautiful, wooded island. They little dreamed that on this very island was to be built the largest city of the western continent, the next to the largest city of the world. For several days he ascended the river that flows into this harbor. He reached a point near where the city of Albany now stands. He found the river becoming narrower and more shallow and by sending a boat farther



LAST VOYAGE OF HENRY
HUDSON

up the stream, he became convinced that he had gone as far as he could in his ship.

Hudson decided to carry to Holland the news of his discoveries. He stopped at Dartmouth, England, where both he and his crew were held as Englishmen. He was allowed to send a report of his discoveries to Holland, and the next year the *Half-Moon* was returned to its owners.

Hudson could not give up his dream of a north-

west passage, and yet the coast had been carefully explored from Florida to Maine without finding one. He felt that it must be far to the north, possibly between the Gulf of St. Lawrence and Greenland. In the summer of 1610, he again sailed with the vision of the Indies as his guide. This time he carried the English flag, for some merchants of England had fitted out his vessel, the *Discovery*. He reached the strait which now bears his name, and sailed into an open bay which promised to open the way to Cathay. He spent three months in trying to find a passage out, but none could be found.

Winter had now set in and he could go no farther; for his ship was frozen in the ice. The privations of that long and desolate winter were never told by him; for in the spring, as soon as the vessel could sail, the crew broke into mutiny. They seized Hudson and his son and seven others who had remained loyal to him, and placed them in a boat and cast them adrift. Nothing more was ever heard of the man who had done so much to increase the geographical knowledge of the world.

SUGGESTIONS

Tell in your own words the story of Henry Hudson.

Of what value were the discoveries of Hudson?

What is the name of the largest city on the western continent?

What countries sent out explorers?

Difficult words—authority, assistance, mutiny.

SOMETHING TO REMEMBER

Hudson believed that he could find a waterway to India by going to the north. He discovered the Hudson river and the bay which bears his name.

SETTLEMENTS

BEGINNINGS OF TROUBLE IN CONFLICTING CLAIMS

St. Augustine, the Oldest Town in the United States

Many years passed from the time Columbus first touched the shores of the West Indies until permanent Spanish settlements were made in the territory now known as the United States. The Spaniards wanted to own everything that their explorers had seen, and thus it happened that they claimed the southern part of our country. You will remember that it has been said that "the cackling of geese saved Rome." Just as truly might it be said that the flight of birds saved this country from becoming Spanish territory. If Columbus had not followed the birds flying toward the southwest, he would have landed somewhere on the eastern coast of the United States; but by turning to the southwest the claims for Spanish settlement were confined to the southern part.

The maps of this country at that time were very imperfect; under the name of Florida, Spain claimed the eastern coast as far north as the Chesapeake bay, and the territory west even beyond the Mississippi river. The territory claimed by the

English overlapped the Spanish claims in the south, and the French claims in the north. You will remember that the French claimed what we now call Canada, because Cartier discovered the St. Lawrence river. They also claimed northern Florida and Louisiana. The Dutch claimed the land lying between the Delaware and the Connecticut rivers, because of the discoveries of Henry Hudson. The colonists who came to settle on these lands were loyal to their own countries, and we shall learn later how their differences were settled.

The first Spanish settlement was made near the mouth of the St. John's river in eastern Florida. A colony of two thousand five hundred persons arrived on August 28, 1565. In honor of the day of their arrival, they named the place St. Augustine. As soon as they landed, they sent soldiers to destroy a French settlement which was not far away. This is only one of the many cruel things which the Spaniards did in order that they might hold this country for Spain. It would seem to us that there was plenty of room on this great continent for both colonies, but Spain was selfish and did not want France to get a foothold here. They built a fort, triangular in shape, and mounted on this the bronze guns which they had brought from Spain. Many people are interested in visiting St. Augustine, for it is the oldest town in the United States.

SUGGESTIONS

Find on your map the West Indies.

Where do you think Columbus would have landed if he had not turned to the southwest?

Where is Chesapeake bay?

Where is St. Augustine, and what do you know about it?

Difficult words—settlement, triangular, overlapped.

SOMETHING TO REMEMBER

St. Augustine is the oldest town in the United States.

SIR WALTER RALEIGH

The Man Who First Tried to Make America a Homeland

Sir Walter Raleigh, the pioneer of English settlers, takes us in our thought to the picturesque country of Devon in the southern part of England.



BOYHOOD OF SIR WALTER RALEIGH

Just outside of a village and in full view of the Otter river, stands an old weather-beaten farmhouse. Here Walter Raleigh lived with his parents. While he was a young boy, he listened to the

stories of adventure as told by brave seamen, and dreamed that sometime he, too, would have something to do with the wonderful discoveries of which they told.

When Raleigh was fifteen years of age, he was prepared to enter college, and he left his old home to form a new circle of friends at Oxford. The room which he occupied is still pointed out as the one used by the great Sir Walter. He entered into the life of the school and soon became a leader among his classmates. His school career was all too short, and after many years of daring adventure, he became a favorite of Queen Elizabeth's court.

It is said that his coming into notice in court life happened in a most natural way, and yet almost as if by accident. One day the queen, attended by her ladies and courtiers, went for a stroll through her park. There had been a heavy shower of rain, and when they came to a muddy place, the queen stopped, for she did not want to soil her shoes. At this moment one of the courtiers stepped forward and, taking off his richly embroidered cloak, spread it for the queen to walk upon. This little act of courtesy greatly pleased the queen, and it was not forgotten by her; for from that time on this courtier, who was none other than Walter Raleigh, became one of her favorites. His life at the court was full of pleasures and gaieties; but

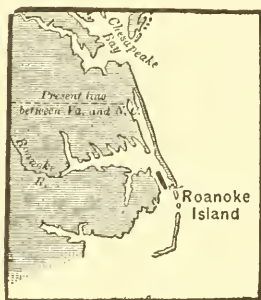
he never forgot his boyhood longing for the sea, and his desire to have his name connected with the early colonies of America.

Sir Humphrey Gilbert, his half-brother, undertook to establish a colony in Newfoundland. Raleigh was greatly interested in the undertaking, and the two brothers fitted out a fleet of five vessels. Raleigh, however, did not go with his brother on this voyage. The undertaking was beset with misfortune from the beginning. One of the vessels deserted early in the voyage; another returned with those who had taken sick; and a third was wrecked off Sable island. The men were so lawless that they forced Gilbert to turn back to England soon after they had landed. The vessel on which he had sailed was not strong, and his officers begged him to go on board the better vessel; but he would not leave the little company with whom he had already shared the dangers of the sea.

When the *Golden Hind*, the stronger vessel of the fleet, came near to the *Squirrel*, which was the name of the vessel in which Sir Humphrey sailed, he called out to the men on board, "Be of good heart, my friends; we are as near to Heaven by sea as by land!" That very night the sailors on board the *Golden Hind* saw the frail *Squirrel* lurch, and then suddenly sink beneath the waves. Raleigh was overcome with grief when he heard of his

brother's death; but it did not discourage him from undertaking to plant a colony in America.

The next spring Raleigh obtained permission from the queen to found a colony in America. He believed that the frozen country of the north was not a suitable place to make a settlement; so he



ROANOKE ISLAND

selected a sunny strip of territory between Cape Fear and the Delaware river. He sent a party to examine the country. They returned to England with such glowing descriptions that it would seem that the sailors had been "in the midst of some delicate garden." They had landed on Roanoke island, and had been

entertained by the Indian queen. They said that the climate was mild, that there was an abundance of game and fish, and that there were luscious fruits and beautiful flowers. They took home with them two Indians, one named Wanchese, the other Manteo. Queen Elizabeth, who had been called the "Virgin Queen," was so pleased with their description of the country that she named it Virginia.

This new province was now turned over to Sir Walter Raleigh. He lost no time in getting ready the second expedition. A fleet of seven vessels, carrying one hundred eight colonists, set out with

Sir Richard Grenville in command. Ralph Lane was to be the governor of the colony. When they reached the coast of what is now Carolina, a terrible storm arose, and Sir Richard suggested that they call the place Cape Fear. The place has ever since been called by that name. Six days afterwards the vessels reached Roanoke. Here it was decided to plant the colony.

For several days explorations were made in the nearby territory. One day an Indian took a silver cup not knowing its real value. To punish the Indians for this deed, Sir Richard destroyed their fields of corn, and burned one of their villages. He then set sail for England; but the seeds of cruelty that he had sown in the hearts of the Indians were to be reaped by the colonists. The Indians no longer trusted the white men, but rather looked upon them with mistrust and hatred.

The site which Lane selected for a settlement was near the northeast corner of the island, and a winding ditch that marked the camp may still be traced. Instead of tilling the soil, the colonists spent their time gold-hunting, as the Spaniards had done. They did not cultivate a spirit of independence, but they thought that everything must be brought to them from England.

At first the colonists received their food supplies from the neighboring Indian tribes, but after their many acts of cruelty, the Indians refused to help

them. They soon found themselves in a desperate condition; and just as they were about to give up hope, they caught sight of a fleet coming into their harbor. It proved to be the fleet of the English sailor, Sir Francis Drake, who was returning to England with the spoils which he had taken from the Spanish in the southern seas.

The colonists gladly accepted Drake's invitation to be taken back to England. The fleet, bearing the colonists, had not been gone long when Sir Richard Grenville, who had been sent out by Raleigh, arrived with three vessels bringing aid. He searched everywhere for the colonists, but could find no trace of them. He did not want to lose claim to the territory; he therefore left fifteen men with supplies and provisions enough to last them for two years. A brave band of men these must have been; as far as they knew they were the only white men on the American continent. The history of these fifteen men is a mystery.

Sir Walter Raleigh could not give up his idea of planting a colony in Virginia. The next spring he sent out another colony. Captain White was placed in command. These colonists also landed at Roanoke island. This time, however, the virgin soil of the New World was pressed by women's feet and the woods echoed with the voices of children, for seventeen families had come over. A short time after the arrival of the colonists, a little girl

was born. She was the granddaughter of Governor White. Her father's name was Dare, and her parents named her Virginia. Virginia Dare was the first child of English parents ever born in America. Governor White soon afterwards returned to England, and he was to bring back more supplies and other colonists. His leave taking of his daughter and her baby girl was a last farewell, for he never saw them again.

On his arrival in England, White found Raleigh and many of the leading men of England occupied in keeping the Spanish from invading their country. The Spanish government had gotten together a great fleet, so great that the people of Spain believed that it could not be captured by any nation of the world. They called it the "Invincible Armada." Almost on the first anniversary of the birth of Virginia Dare, the English destroyed this great fleet in the English channel. Raleigh, although occupied in trying to defeat the Spaniards, did not forget his colony, and in April of 1588, he sent White in charge of two ships to Virginia. Before White arrived at the Virginia coast, one of his ships was captured, and he was forced to return to England.

Raleigh had spent his fortune in the struggle with Spain, but as soon as he could arrange for it, he again sent White with aid for the Virginia colony. With what longing eyes he must have

watched for his daughter and granddaughter as his ship glided into the harbor, but no one came to greet him. The huts were deserted. Little Virginia Dare and the lost colony of Roanoke had gone, leaving no trace of their existence except the word "Croatan" cut into the bark of a tree. This word was the name of an island farther down the coast; if White had continued his search, he might possibly have found some trace of the lost colony.

One of the men who had been with White made a careful study of the plants which he found here. He took back to England the tobacco and the potato. Raleigh had the potato planted on his estate in Ireland, in which country it has since been extensively cultivated. He was so interested in the tobacco that was given him that he ordered his jeweler to make him a silver pipe after the fashion of the Indian clay pipe. One day he was sitting by his fireside puffing at his pipe as one of his servants entered the room. Noticing the smoke, the servant immediately threw water in his face and ran from the room screaming that his master was on fire.

Many things claimed Raleigh's attention, but he never lost sight of the Virginia colony. He spent many thousands of dollars of his own money in an effort to plant an English colony. At five different times he sent expeditions out to try to find some

trace of the little colony, but nothing was ever heard of it.

Raleigh's troubles at home multiplied, and after the death of Queen Elizabeth, his very life was threatened. He made an expedition to the northern coast of South America, thinking that he might weaken the power of Spain by planting a colony in Guiana. King James, who succeeded Queen Elizabeth, was jealous of Raleigh's influence, and everything that Raleigh did caused suspicion. He was finally charged with treason against the king, and for twelve weary years he was confined in the English prison called the Tower. During this time he was a careful student of chemistry, and spent many hours studying the flowers in the Tower garden. The king could deprive him of his freedom, but he could not take from him his love of books and his fondness for writing. At last the king gave him his freedom, but he would not grant him a pardon. Raleigh made another expedition to South America in order that he might find gold for the king, but being unsuccessful he was returned by King James to the Tower and was finally sentenced to be beheaded. On examining the edge of the executioner's ax, Raleigh wittily remarked, "It is a sharp medicine to cure me of my disease."

Raleigh was a true type of the patriot, and the cause for which he had so earnestly labored did not die with him; we claim him to-day as the first

friend of the idea of homes in the New World, and in his honor one state of the United States has named its capital.

SUGGESTIONS

What early influence helped to shape Raleigh's life?

Tell the story of the cloak.

What is the relation of the words court, courtier, courtesy?

Who was Sir Humphrey Gilbert?

Who was Virginia Dare?

Raleigh is the capital of what state?

Difficult words—picturesque, adventure, province, tradition, abundance, luscious, invade, suspicion.

SOMETHING TO READ

Sir Humphrey Gilbert.—(*Longfellow.*)

SOMETHING TO REMEMBER

Raleigh was the first man who tried to make homes in America. He never forgot his Virginia colony, although he had many troubles in England.

FIRST PERMANENT ENGLISH COLONY

Jamestown, Virginia, in 1607.

England was slow to realize the value of the discoveries made by the Cabots; for it was more than one hundred years before a permanent English settlement was made in America. In the beginning of the seventeenth century England began to think more about the New World. Two strong commercial companies were organized early in the reign of King James I. One was called the London Company because the men who were most interested in it lived in London. The other company was called the Plymouth Company because the men largely interested in it lived in Plymouth.

King James appointed for each company a body of men called a council which was to govern the colony. These men were to live in the colony. The king also appointed another body of men called the superior council. These men were to live in England and were to have a general control of both companies. There was a provision made that all of the liberties and privileges which belonged to Englishmen should belong to these colonists and to their children.

The first effort at settlement was made by the Plymouth Company in the northern part of the

territory granted to that company; but the climate was so rigorous that only a few of the settlers lived through the first winter and those who survived soon went back to England.

Not long after this the London Company planned to establish a colony. No more important expedition than this one had been undertaken since the voyage of Columbus. Three vessels set out from London and followed the old route which Columbus had mapped out. Up to this time only a few of the daring seamen had ventured to take the direct course to America. The colonists carried on board a chest which contained the names of the men who were to be members of the council,

but they were told not to open this chest until they reached Virginia. They came to the island of Roanoke, but a storm kept them from landing there. At last they came to a bay where the ships could come so near to land that they anchored them to the trees. The place chosen for landing was a peninsula. It seems strange that before this the English had always planted their colonies on islands. Perhaps it was because their homeland was



JAMESTOWN

an island, or it might have been because they feared the Indians.

After a short time the colonists went about fifty miles up a river which empties into this bay. In honor of their king they named it the James river. As soon as they landed, they opened the sealed chest, and found out the names of the men who were to be members of the council. They then began to build a fort. It was in the shape of a triangle with the longest side facing the river. They named the place Jamestown. When their fort was completed, they built a small church in which they held religious meetings. Thus, in the year 1607 was the beginning of the first successful English settlement in America.



OLD RUINS AT JAMESTOWN

SUGGESTIONS

State in what century each of the following dates is, 1492, 1513, 1588, 1607, 1620.

Why did sailors coming from England follow the same route which Columbus took?

Why were the London and the Plymouth companies formed?

Difficult words—realize, century, commercial, rigorous, expedition, peninsula, council.

SOMETHING TO REMEMBER

The first successful English settlement was made at Jamestown, Virginia, in 1607.

CAPTAIN JOHN SMITH

The Hero of the Virginia Colony

The story of the Virginia colony would not be complete without knowing something of John Smith, the man who did so much to make it a success. He was a real adventurer, but was well fitted to handle the problems of a new country. He had traveled much, had been in wars in Holland, and at one time had been held as a galley-slave by the Turks. He had returned to England just in time to sail with the London Company for Virginia. The colony which this company planted was composed of one hundred four persons. Only a few of them knew any of the useful trades, and the greater number of the company styled themselves gentlemen. These so-called gentlemen did not like the fabulous stories which Smith told of his adven-



STATUE OF
CAPTAIN JOHN SMITH

tures, nor did they like his plain, practical manner of living. So unpopular had he become that even before they landed, they had deprived him of his freedom. They were slow to give him his office even when they found that the king had appointed him as a member of the council.

When troubles in the management of the colony began, and begin they did, these helpless gentlemen were glad enough to ask advice of Smith. In all kinds of difficulties he somehow seemed to know just what ought to be done, and then had the energy to do it. It was not long until he was at the head of the colony.



BUILDING HOMES AT
JAMESTOWN

Smith taught the colonists how to wield the ax in the forest, and this was the be-

ginning of the popular custom of rail splitting. It took a long time for the colonists to learn what seeds would grow best in this climate. Indian corn became their principal food, and the tobacco plant was grown as an article of commerce. The colonists planted it everywhere, even in their streets:

as there was little gold or silver, they used it as money.

While the settlers were learning how to raise their crops, the Indians had become so hostile that the settlers did not dare to go far from the fort. Smith had made many visits to the neighboring tribes; he succeeded in trading for Indian corn which was for some time the main support of the settlers. On one of these expeditions he took with him two companions and the three were taken captive by the Indians. His two companions were killed, but Smith escaped death by showing the natives his pocket compass. The Indians allowed him to write a letter to his friends, but they were greatly surprised when they found that, by means of a few marks on paper, he could tell his friends what had happened. He was carried from one tribe to another, until at last he came to Powhatan, the white man's enemy. This Indian chief had ordered his men to kill Smith, and when the dreadful order was about to be executed, it is said that his little ten-year-old daughter, Pocahontas, rushed in and, throwing her arms around the brave white man, plead with her father to spare his life. Powhatan was a determined warrior, but he could not refuse the request of his favorite daughter. Smith was returned to the colony, with a pledge of friendship from the Indians. Pocahontas afterwards made many visits to Jamestown, carrying baskets

of corn for the settlers. A good many years after this incident, she married one of the colonists, John Rolfe, and went to live in England.

The London Company was impatient because the colony did not yield a greater profit. Smith redoubled his energies to make the colony at least self-supporting. When his year of office had expired, he returned to England never again to visit Jamestown, although he spent many years after this exploring the coast of the New England States.

SUGGESTIONS

Tell the story of Captain John Smith.

Who was Powhatan?

Difficult words—fabulous, hostile, impatient, redoubled, galley-slave.

SOMETHING TO READ

The Story of Pocahontas.—(*Martha A. L. Lane.*)

SOMETHING TO REMEMBER

John Smith taught his colonists how to work. He showed them that success could be had by labor only.

FIRST NEW ENGLAND COLONY

The Pilgrim Fathers Sought Religious Freedom

It was almost fourteen years from the first landing at Jamestown until a settlement was made at Plymouth in Massachusetts. This seems a long



DEPARTURE FROM HOLLAND

time to us now for England to neglect the development of a country so rich in resources as America. During those fourteen years, however, there were stirring times in England, and we can better un-

derstand the people who settled at Plymouth if we first learn something of what was happening in England. At that time James I was king of England. He decreed that all of his subjects must attend the services of the Church of England. Many of his people disliked the forms of worship, and thought that these should be made more simple. They wanted a purer form of religion, therefore they were called Puritans. Others disliked the services of the English church so much that they refused to attend the meetings. They held separate meetings wherever they could. These Puritans were called Separatists, because they held meetings separate from the Church of England. The king was greatly displeased with these Separatists, and often had their leaders arrested and placed in jail.

At the little town of Scrooby in the northeastern part of England was a little company of Separatists; these were so persecuted by the king's officers that they decided to leave England, and to go to Holland. They were then called Pilgrims. The people of Holland were kind to them, and they finally located at Leyden. The people of Holland did not disturb them in their religious worship, but they were still unhappy. They spent about twelve years in the land of the Dutch, but they never felt that Holland was their home. They were Englishmen, and they realized that if their children and

their grandchildren were raised in Holland that they would not be Englishmen but Dutchmen.

At last these Pilgrims decided that they would rather risk the dangers of pioneer life in America than suffer their little band of followers to be separated from each other in Holland. They sent



THE MAYFLOWER IN THE HARBOR

agents to England to get permission of King James to make a settlement in America. He would not give them a charter, as was customary, but would only promise them that he would not disturb them so long as they behaved properly. The London Company at last gave them permission to settle in their territory.

The Pilgrims at Leyden sailed from Holland in a ship called *Speedwell*. The ship, however, was not well named, for it was with great difficulty that they reached Southhampton, England. Here they were joined by the *Mayflower*. The two vessels put to sea, but the *Speedwell* was so leaky that it could not make the voyage. They stopped at Plymouth, England, and all those who hesitated about



SIGNING THE COMPACT

making the voyage were allowed to turn back. There were one hundred two brave persons who went on board the *Mayflower* and continued the voyage.

The Pilgrims, however, did not succeed in landing within the limits of the London Company as they had planned, but were carried far to the north. After a stormy voyage of sixty-four days from the time that they had sailed from the English port of Plymouth, they were made happy at the sight of the white sands of Cape Cod. Before they landed, they held a meeting and agreed to make just and equal laws, such as would be best for the general good of the colony. Each one was required to sign an agreement that he would obey the laws of the colony. John Carver, a deacon in

the church, was named their first governor; and Miles Standish, who was much loved although not a member of their religious order, was made their military leader. Even before they landed, they laid the foundation of good government.



LANDING OF THE PILGRIMS

On a stormy day in December, 1620, they came out of the *Mayflower* upon a flat boulder, which was called Plymouth Rock. Captain John Smith, who had been there before the arrival of the Pilgrims, had named the place Plymouth on his map of New England. They liked the name, because it reminded them of England. Their landing was without the military display that was usually

shown by the Spaniards, nor was there seen the traces of idleness which were so common among the settlers of Jamestown. These were gentlemen in the full meaning which the word carries.

With snow and ice under their feet, with a wintry blast driving the cold to their very marrow, with a heavy forest hemming them in and concealing the lurking savage and the howling wild beast, these men began to build homes. The *Mayflower* sheltered their wives and children until the gnarled timber was shaped into rude though somewhat comfortable homes. The winter was long and severe, and many of

this brave band were laid to rest in their burying ground. Their graves were early sown to grain, in order that the Indians might not suspect that so many of their number had died.



GOING TO CHURCH

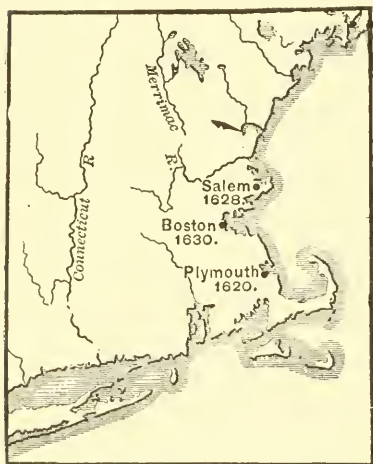
It is difficult for us to understand how much these Pilgrims suffered during that first winter. Their food supply was so low that at one time each one was given only five kernels of corn three times a day. Their brave hearts did not fail them, and they cared for each other as best they could; but half of their number died before the summer came. John Carver, their governor, lived through that trying winter, but suddenly passed away while scattering seed for the summer harvest. They buried him on the hillside where so many of their company had been placed, and selected the pious and kind-hearted Bradford to succeed him as governor of the colony.

All through the summer they were happy with their work, and at its close they began to gather their harvests and prepare for the long winter. Their barley and Indian corn had yielded good returns, and game was so plentiful that "four men in one day killed as much as, with a little help beside, served the company almost a week." The people of that little colony could see so many reasons why they should be thankful, that their governor gave an order for a three-day feast of thanksgiving. This was the beginning of our Thanksgiving observance. Men were sent into the woods for wild turkey, housewives busied themselves in their kitchens, and a messenger was sent to Massa-

soit, chief of an Indian tribe of that region, to invite the friendly Indians to their feast.

To-day we can understand the meaning of Elder Brewster's prophetic words uttered that day

when he said: "Generations to come shall look back to this hour and these scenes of agonizing trial, this day of small things, and say, 'Here was our beginning as a people. These were our fathers. Through their trials we inherit our blessings. Their faith is our faith; their hope our hope; their God our God.'"



MAP OF PLYMOUTH

SUGGESTIONS

How long between the first and second English settlements?

Why did the English colonies succeed better than those of France or Spain?

Why do you think some of the Pilgrims hesitated to make the voyage?

Tell the story of the Pilgrims.

SOMETHING TO READ

How the Pilgrims Came to Plymouth.—Colonial Stories Retold from St. Nicholas.

Landing of the Pilgrims.—(*Felicia D. Hemans.*)

SOMETHING TO REMEMBER

The Pilgrims sought and found freedom to worship God.

KING PHILIP'S WAR

First Lessons in Colonial Warfare

At the end of the first half century after the landing of the Pilgrim Fathers, the population of the New England colonies, as they were called, had



KING PHILIP

increased to over fifty thousand. The settlements had been made mainly along the coast, but there were a few pioneer towns in the interior. The rapidly increasing number of white men alarmed the Indians. They saw their hunting grounds changed to cultivated fields, and they foresaw that the land which had been theirs for so many years was soon

to belong to the white man. The settlers had bought their land from the Indians, and had persuaded some of the red men to drop their wild manner of living, and to adopt the Christian religion.

The old chief Massasoit, who had been such a good friend to the settlers, died and left two sons

whom the English named Alexander and Philip. Alexander succeeded his father in authority, and was one day brought to Plymouth to answer to the charge of plotting against the English. While he was there he became ill, and died before he could be returned to his people. This was ground for suspicion, and the superstitious red men believed that he had been foully treated. His brother Philip succeeded him, and it was not long until there was a general feeling of unrest throughout the English colonies. At last King Philip was also sent for. He entered into a treaty which he kept for three years.

The next news of an outbreak came from a young Indian who had studied at Harvard College and who could speak the English language with ease. Philip was greatly grieved when he heard that eight or nine settlers had been killed; but when the war had really begun, he threw himself into the struggle. The Indians continued to slaughter the white settlers wherever they could find them, but they were driven by the whites into the forests and swamps.

At last King Philip returned to his home in proud despair; but when one of his people suggested to him that it would be best to make peace with the whites, Philip slew him for daring to mention such humiliation. The brother of the slain man went to the camp of the Englishmen, and of-

ferred to show them where King Philip was concealed. The Englishmen fell upon the Indian camp by surprise, and took King Philip's little son as a prisoner. This broke the courage of their brave leader, and he cried out, "My heart breaks, I am ready to die." He was followed to his hiding place, and was killed by a bullet from an Indian's musket.

The war with the Indians was ended, and their power was completely broken. Scarcely a hundred men were left in one of the strongest tribes, and all of the tribes had lost heavily. The English, too, had suffered. Over six hundred men had given up their lives; there was scarcely a family which did not mourn the loss of some loved one. Twelve or thirteen towns had been utterly destroyed, and more than six hundred houses had been burned.

Through these trying times England had not even offered to help the struggling colonists, and the sturdy Englishmen would not beg for assistance from the mother country. The king of England was careful to exact every penny for the duties on the things which the colonists shipped. Near the close of this war the king established a custom house or place where all of the royal duties could be collected. All these acts were annoying to the colonists, but they were learning lessons which would be useful to them in the years which were to come.

SUGGESTIONS

Prepare for your teacher a list of the words used in this lesson which you do not understand. Tell the story of King Philip.

Difficult words—humiliation, royal duties.

SOMETHING TO READ

Old Times in the Colonies.—(*C. C. Coffin.*)

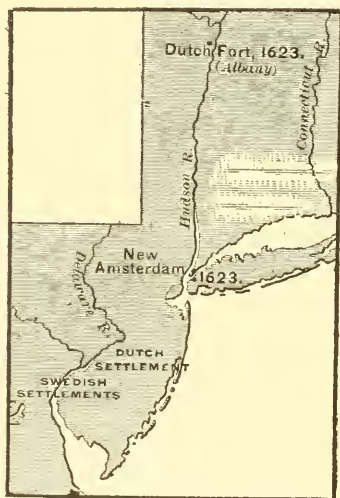
SOMETHING TO REMEMBER

King Philip was a proud warrior. He was grieved when he learned that there must be war between the settlers and the Indians. England did not help her colonists in this war.

THE DUTCH IN AMERICA

Peter Stuyvesant, the Last of the Dutch Governors

We are sometimes inclined to believe that England was the only country that planted colonies in the New World, but we must not forget that after England defeated the great Spanish Armada, France and Holland still remained to dispute the territory with the English. The land which the French claimed lay so far to the north and the west in the region of the St. Lawrence, and in the valley of the Mississippi that the English gave



MAP OF DUTCH SETTLEMENT

them little thought in those early years of settlement.

Holland realized the importance of the discoveries of Henry Hudson at the mouth of the Hudson river, and after some years, the Dutch West India Company was organized to encourage trade with

America. The newly organized company called their land New Netherland; it lay between the Massachusetts colony on the north and the Virginia colony on the south. The distance between the colonies was great enough to insure freedom of thought and of life for each of them. The English Puritan could live in his own way; the Virginia cavalier could do as he liked; and the untrodden soil of the new continent offered a free life for the Dutch trader.

Any person who could establish a colony of fifty persons, might select for himself anywhere in New Netherland a tract of land not more than sixteen miles in length along one bank of a river, or eight miles on both sides, and in breadth as much as he

could use. The owner of such a tract of land was called a patroon. There were two things required of such a land holder; he must buy the land from the Indians, and he must not allow any cotton or woolen goods to be manufactured in America. The mother country reserved the right to manufacture. Holland had long been known for her industries;



A COLONIST IN ARMOR

her woolen and linen goods were known throughout the world; and in the manufacture of pottery and tiles, Holland was not excelled.

In the spring of 1623 a party of colonists arrived at Manhattan island. When these colonists were almost ready to land they came upon some



BUILDING HOMES IN NEW YORK

Frenchmen in a small boat who were about to plant the banner of France on the shore. A Dutch boat, armed with two cannons, was sent to escort the French out of the harbor. Thus ended the French efforts to get a foothold on the middle Atlantic seacoast.

A little group of the settlers who had landed at Manhattan ascended the Hudson river, and near the present site of Albany they built Fort Orange. The first American-Dutch baby was born at this fort. About three years after the arrival of these first settlers, Peter Minuit was appointed governor of New Netherland. One of his first acts was to buy the land from the natives and to establish the fort of New Am-

sterdam. He paid twenty-four dollars for the entire island of Manhattan. This island contains about twenty-two thousand acres. The wildest fancy could not have suggested how great would be its value in the twentieth century.

The power and influence of the patroons grew so rapidly that the company would gladly have changed the charter had it not been unjust to break faith with the colonists who had settled under its provisions. Each year the wealthy landowners took things more into their own hands; and little they cared for the struggling people who owned fewer acres of land than they.

New Netherland was ruled over by several governors, but the soldierly Peter Stuyvesant was the greatest of them all. There is something peculiar about his family name. It is a compound of Dutch words which mean to stir up with sand. It was probably the name of a breezy place on the seashore where the sand blew about, and it was not uncommon for the names of places to become family names. It was certainly well suited to his character for he was full of pluck, and possessed stirring qualities. He was a college graduate, and took great pride in his knowledge of Latin. He had been a governor in the Dutch West Indies, and his military service had cost him a leg. He was fearless in saying and doing whatever he believed to be right.

In 1647 he arrived as the governor of New Netherland; the people were so delighted that they used nearly all of the powder in the fort in their military salutes to him. In his address to them he summed up his idea of government in these words: "I shall govern you as a father his children for the advantage of the chartered West India Company, and these burghers, and this land." Had the people known their lion-hearted, generous spirited governor better, they probably would not have used quite so much of their powder.

He began at once to set things aright, but he soon found that he needed money to carry out his plans. The colonists were willing to furnish the funds necessary, if they might have a voice or representation in the government of their colony. It was therefore agreed that they should elect nine men to assist, when called upon, in managing the colony for the welfare of all. In return for this feeble voice in self-government, the colonists agreed to allow him to increase their taxes on furs and other things which they were now exporting. This would furnish more money to satisfy the ever-greedy West India Company.

The success of the Dutch West India Company caused Sweden to want to plant a colony, and to share in the profits of the rapidly developing New World. Peter Minuit, a former governor of New Netherland, was selected to lead the Swedish set-

tlers to a good location. He felt injured because he had been dismissed from New Netherland, and he heartily entered into the new project. He landed his colonists on the west shore of Delaware bay, and bought a large tract of land from the Indians. He called it New Sweden, just as the English had called their new world home New England, and the French had christened theirs, New France, and the people of Netherlands had cherished the memory of their homes across the sea in the name New Netherland. They built a fort and named it in honor of their queen, Fort Christiana. The Swedes were not welcome as settlers. The English in Virginia wrote to England for permission to drive them away, and the Dutch sent them warning that it would be best for them to leave.

For a dozen years the Dutch suffered the colony to exist; but when Sweden became engaged in war with Poland, the sturdy Peter Stuyvesant saw the golden opportunity to strike a blow. With seven warships and seven hundred soldiers he entered Delaware bay, and sailed up the river. The five hundred settlers of New Sweden were taken by surprise, and there was nothing they could do but surrender. The settlers were not disturbed. They were simply to live under the flag of Holland instead of their Swedish flag. Little did the strong-headed Peter Stuyvesant think that he himself would soon be asked to take down the flag of his

native land, and hoist in its place the flag of England.

The English were never quite satisfied to have the Dutch on land which they claimed by right of the discoveries of the Cabots, although they had not occupied it. One day a messenger came riding at full speed to tell Governor Stuyvesant that the English fleet had sailed from Boston, and was hourly expected at Manhattan. Stuyvesant had at



PETER STUYVESANT

his command only about one hundred fifty trained soldiers and twenty mounted guns, a weak defense against so powerful a fleet. Stuyvesant consulted with his councilors, but he found that they were inclined to submit to the English.

These thrifty Hollanders had again and again asked for laws that would protect them from such heavy taxes, and that would give them a stronger voice in their government; but Stuyvesant had always told them that the old laws must stand, and as to office holding, he had always said that if it were left to the common people to elect officers "we would have thieves on horseback

and honest men on foot.” The American idea of government had no place in the thought of the brave governor; but we shall soon see that the voice of the people was to be heard.

At last, a boat with a flag of truce landed, and a half dozen Englishmen came ashore. They were escorted to the parlor of a nearby hotel, where Stuyvesant and the city officers received them politely. Their leader tried to show Stuyvesant and his officers how it would be to their advantage to yield to the English, and he handed a letter to Stuyvesant. Then the Englishmen returned to their boat. Meanwhile, the great fleet was waiting in the harbor. Stuyvesant read the letter aloud, and his officers asked that it might be read to the crowd of citizens who by this time had gathered outside.

Stuyvesant, who feared that the generous offer of the English might influence the already discontented citizens, positively refused the request; and when his councilors insisted, he flew into a rage and tore the letter into bits. One of their number gathered together the scattered pieces, and made a copy which was read to the anxious people. There were many who had grown tired of the arbitrary way in which they had been ruled, and were ready to accept the more generous offer of the English.

Stuyvesant prepared an elaborate reply defending the right of the Dutch title to New Netherland, and sent it by four trusty friends to Richard Nicolls, the English commander. This was a time when the pen was not mightier than the sword; for word was sent to the governor saying: "I shall come with ships and soldiers, hoist a white flag at the fort, and I may consider your proposals." Stuyvesant did all in his power to rally his people to oppose the English, and this self-willed leader hesitated even while the gunners stood with lighted matches, awaiting his decision. The wisest and most influential men on his council told him that "Resistance is not soldiership, it is sheer madness." Women and children flocked about the brave old man, and with tear-stained faces they begged him to surrender. The order to fire was not given. In a few moments the white flag fluttered over Fort Amsterdam, and thus the rule of Holland in America came to an end, and New Amsterdam became New York.

SUGGESTIONS

Why did not Holland want her colonists to manufacture anything?

Who was a patroon?

How did the Dutch treat the French?

Why did Sweden want to plant a colony?

How did the Dutch treat the Swedes?

Write the story of how the flag of Holland was replaced by the flag of England.

Difficult words—export, influential, proposals, resistance.

SOMETHING TO READ

Old Dutch Times in New York.—(*Thomas Wentworth Higginson.*)

The Story of Manhattan.—(*Scribner.*)

SOMETHING TO REMEMBER

Peter Stuyvesant was the last of the Dutch governors. He did all that he could to keep New Amsterdam for Holland, but he did not succeed.

WILLIAM PENN

The Founder of Pennsylvania

It was fortunate for the poor and oppressed of Europe that America was discovered. This vast territory offered a safe retreat for a great many people whose lives had been narrowed by unjust



WILLIAM PENN

laws. In England there lived a little boy named William Penn whose father was an admiral and possessed wealth and had great influence with the king. When William was sixteen years of age, he entered Oxford College and gained the reputation of being a good scholar and an athlete. He was

fond of field sports, was a good oarsman, and loved Greek. It is said that he could speak fluently the Latin, Italian, French, German, and Dutch languages.

While he was at school at Oxford he was converted to the Quaker faith. The Quakers were a religious sect and were greatly persecuted in England. The boy's father, Admiral Penn, was de-

terminated that William should follow in his father's footsteps and accordingly sent him to Paris with some fashionable friends, thus hoping to cure him of his Quaker notions. William spent several years in travel and study, but not once did he renounce his Quaker faith. While he was in Ireland, he was put in prison because he attended a Quaker meeting. His father, who was a loyal member of the Church of England, was thoroughly disgusted with his son. One day he said to William, "You may *thee* and *thou* other folk as you may like, but don't dare to *thee* and *thou* the king, or the duke of York, or me."

The king was inclined to treat the matter in a jovial way, and one day when he met the young man, he removed his hat. "Why dost thou remove thy hat, friend Charles?" said William Penn. "Because," replied the king, "wherever I am, it is customary for only one to remain covered!" Admiral Penn could not thus lightly pass over what he considered his son's obstinacy, so he turned him away from home without money.

Lady Penn begged that their son should not be so harshly treated, and an intimate friend of Admiral Penn explained to him that he ought to be proud of a son of such noble character and of such varied abilities. The father at last repented, and William was restored to full favor. William Penn inherited a large estate, and he planned to

establish a home for his Quaker friends. His attention was directed to America as a good place for such a home. In 1680 he began to plan for a tract of land in America. His father had never received all his salary as a naval officer, and had lent some money to the king. William Penn sent a request to the king asking that in payment of the debt due his father he be given a tract of land lying north of Maryland. On the 4th of March, 1681, the king, Charles II, placed his signature to the charter, and Penn became lord of a vast territory of over forty thousand square miles, or a tract of land about the size of England.

So little was known about the extent of this tract of land that it required more than one hundred years to settle the boundary line between Pennsylvania, Maryland and Virginia. The commissioners appointed to survey it could not agree. Therefore, two skilled surveyors, Mason and Dixon, were brought from England to do this work. They had completed all but the last thirty-six miles of the survey when Indian troubles arose and stopped the work. At the end of every fifth mile they had placed a stone, brought from England, which was engraved on one side with the arms of Lord Baltimore, and on the other with that of the Penns. The remaining thirty-six miles were surveyed by Alexander McLean of Pennsylvania and Joseph

Nevelle of Virginia. This line is always known in history as the "Mason and Dixon" line.

Penn planned to call his province New Wales, because he had been told that there were hills west of the Delaware. The king decreed otherwise, and named it Sylvania, meaning "woodland", and while he held the draft of the charter in his hand he wrote Penn before Sylvania. Penn did not like this for he thought that it would seem as though he had sought too much honor for himself. The quick-witted Charles II said to him: "I do not give it this name on your account, but to keep in memory the name of the Admiral, your noble father."

In the autumn of 1682, Penn sailed in his ship, *Welcome*, for his new province. He started with a hundred passengers on board, but more than thirty died from small-pox before they reached their new home. Nine weeks after sailing, he landed in the harbor of New Castle. Here he was welcomed by the Swedes, English, and Dutch who had gone to this new country before his arrival. The day after he arrived, Penn gathered these people together and formally took possession of the province. An agent of the king gave Penn the key of the fort and presented him with "turf and twig, and water and soil of the river Delaware."

Penn then went on up the Delaware in an open boat, and the site for his city was reached the first

week in November. There was a meeting of the delegates from the settlers, and rules by which they were to be governed were discussed. This colony was to be a free home for all mankind. William Penn said to them: "You shall be governed by laws of your own making. I shall not usurp the right of any, or oppress his person."

Penn then began to lay out the city which he called Philadelphia; meaning "brotherly love." The streets were named for the trees, pine, chestnut, walnut, and cedar, which grew near. The idea of self-government took good root in this colony, and in this same city ninety-three years later the Declaration of Independence was signed.

At first, settlers came faster than log cabins could be built for them. They came from many places in England, Wales, Holland, and Germany. Many of them, but not all, were Quakers. They were mostly men who had come to the New World to engage in various kinds of work.

The deputy governor, who had been with the settlers before Penn's arrival, had exchanged many pledges of friendship with the "red men of the forest," as the Indians were sometimes called. Penn called a council of the chiefs of the neighboring tribes. Without weapon of any kind and with no mark of rank except a sash of blue silk, he met them under the spreading branches of a great elm tree.

The Indians were pleased with the stranger, and they formed a semi-circle to hear the word of their great brother explained to them by an interpreter. He said to them: "Brothers, listen! Brothers, we are coming to bring good words to your ear. We call you brothers, too; yes, the red men on this



PENN'S TREATY WITH THE INDIANS

side of the big water and the white men on the other side are all children of the Great Spirit, and so must love one another and never fall out." When he had finished speaking, the sachem slowly arose and thus replied: "Brother, your words are few; we feel them burning in our hearts.

Brother, we feel that the Great Spirit is good; our hearts always told us so, and we see it with our eyes. This big water which runs along by this Shackamaxon, with all the fish in it, speaks that the Great Spirit is good; this ground that grows so much corn, beans, and tobacco for us speaks that the Great Spirit is good, and would not have done such things for us if he had not been good and loved us so much." Penn then made a pledge of friendship which should endure as long as the sun and moon gave light.

As time passed, the Indians found every word of the treaty fulfilled. The name of the white man who could keep faith with the Indian spread far and wide.

Penn received news from England which made it necessary for him to go back to his home. He expected soon to return to his colony, but persecutions and imprisonments and family sorrows followed each other in such quick succession that it was many years before he could even visit his "holy experiment", as he called it. Such was the beginning of one of the most prosperous of the thirteen colonies.

SUGGESTIONS

Write the story of Pennsylvania, using the following topics:

1. William Penn, the founder.
2. How he treated the Indians.
3. Success of his colony.

SOMETHING TO READ

Colonial Children.—(*Hart.*)

SOMETHING TO REMEMBER

William Penn will always be remembered as the founder of Pennsylvania. The word means Penn's woods. Philadelphia means "brotherly love."

THE LAST OF THE ENGLISH COLONIES

Georgia, the Home of the Oppressed

The colonies about which we have just learned were established for various reasons. Some for religious freedom, some to extend the territory of the parent country in the New World, and some to gain riches for the founder. James Oglethorpe, a wealthy military man of England, wished to establish a colony as a home for those who could not pay their debts. He said he intended to hold the land in trust for the poor, and he selected as his motto for the colony, "Not for self, but for others."

The oppressed, not only of England, but of Germany, and of other countries as well, flocked to his colony. The laws of England then were strict about debts, and more than four thousand men were at that time in prison for debt. Oglethorpe believed that the punishment for debtors was too severe. He spent a part of his fortune in paying the debts of some of these poor men, and then received permission from King George to establish a colony in America as a home where they could begin life anew. He was given permission to occupy the land south of the Carolinas. The Spaniards had settled in Florida and claimed the land farther to the north than the present boundary of

Florida. Oglethorpe's colony was to serve as a wedge to keep the Spaniards from extending their territory, and also to protect the settlers of the Carolinas from Spanish invasion. Oglethorpe named the colony Georgia, in honor of his king.

In 1733 Oglethorpe landed with thirty-five families. The settlers from South Carolina gave them rice and cattle to help them until they could help themselves. Oglethorpe bought the land from the Indians, and located his followers at Savannah. He lived with his colony, and taught the people how to lay out their town and how to build their houses. For more than a year he lived in a tent stretched beneath four wide-spreading pine trees.

Oglethorpe made friends with the Indians. One day one of the chiefs brought him a buffalo skin; on the inner side of this was painted the head and feathers of an eagle. "Here is a little present," said the chief. "The feathers of the eagle are soft, and signify love; the buffalo skin is warm, and is the sign of protection; therefore, love and protect our families." The Indians liked Oglethorpe because he treated them fairly, and because they admired his military appearance and his great endurance. These are qualities which have always been attractive to the Indian.

As the colony developed, the dominating spirit of Oglethorpe was not so acceptable to the colonists. They early caught the spirit of liberty which

the free and unclaimed America suggested. His laws were strict, and he did not allow the colonists to have a voice in the government of the colony. No one was allowed to own land in his own name, and each man was assigned fifty acres of land, no more, no less. He did not own it, he could not sell it, and at his death it was given to his oldest son; or if he had no son, it was returned to the trustees of the colony to be assigned to some one else. The wife or daughter could not hold land.

It was his plan to establish a military colony which could be called upon at any time to keep the Spanish from invading their territory. The Spanish did attempt to come into this territory, but Oglethorpe by his wise management kept them from getting possession of Georgia. After ten years of faithful service in the colony, he returned to England. He was made a major-general in the English army. He never returned to the colony for which he had so faithfully labored without hope of reward. The control of the colony passed to the king of England and thus it remained until the Revolution.

SUGGESTIONS

Why do we honor Oglethorpe?

What was his motto?

Difficult words—invasion, trustee, assign, misfortune.

SOMETHING TO READ

The Thirteen Colonies.—(*Helen A. Smith.*)

Source Book.—(*Hart.*)

SOMETHING TO REMEMBER

Virginia was the first colony, and Georgia was the last.
Georgia was named Georgia in honor of King George.

GROWTH AND DEVELOPMENT

THE THIRTEEN COLONIES

Their Homes an Index to Their Lives

From the planting of the first English colony at Jamestown until Georgia was settled by James Oglethorpe, there was a lapse of one hundred twenty-six years. The number of colonies had now increased to thirteen. They were located along the Atlantic coast, and extended from Maine to Georgia. For convenience, we group them in three classes. The New England colonies were: Massachusetts, Rhode Island, Connecticut, and New Hampshire; the Middle colonies: New York, New Jersey, Pennsylvania, and Delaware; and the Southern colonies: Maryland, Virginia, North and South Carolina, and Georgia.

Brave and determined people had made their homes in these colonies because they had sought freedom from some form of oppression in the country from which they came, and now we shall watch this same spirit of freedom develop. At first the colonists were quite dependent upon their mother country; but little by little they learned that they need not rely so much upon their old homeland. The Puritan in New England, the cav-

alier in Virginia, the Quaker in Pennsylvania, and the Dutch in New York, had all come to enjoy the freedom of the New World.

At first these colonists knew little of each other, but gradually they came to understand that they were, in a measure, kindred spirits, even if they did differ in their religious beliefs and in their manner of living.

When the Puritan of Massachusetts became dissatisfied, he could find a home in Connecticut or Rhode Island; and the Dutch of New York might find a welcome among the people of Pennsylvania.

The homes of the people are an index to the prosperity of the country. This was true of the homes of the colonists. At first the houses were holes dug in the ground, or sheds covered with branches, or huts made of bark. When New York had thirty houses, all but one of them were hovels. A little later their cabins had hewn logs for their floors. They did not have glass windows, but instead they used sheets of oiled paper. In the evening they sat about their fires reading books that had been printed in the homeland; or they listened to the strange stories of pioneer life and adventures, with no light save the flicker of the pine knots in the fire-place, or the glimmer of a candle or greased rag. Such lights now seem to us all too dim, as we compare them with the brilliant lights of to-day.

The colonists, however, did not long live in this way for their progressive spirit could not be contented with such surroundings. They longed for the comforts that they had left in their homeland, but as they began to use what they had, they found that a great opportunity was before them to do whatever they most desired. The great, tall, and beautifully formed forest trees furnished excellent material with which to build houses. They made



SPINNING FLAX

their own brick and used them in building the great chimneys which were usually placed near the middle of the house. A few houses were built entirely of brick, but they were looked upon almost as palaces.

It would be interesting if we could visit with one of these colonists as he entertainingly tells of his house with its large hall and rooms on each side, and of the rare old pieces of furniture which he had brought across the sea. With what pride he would open the great chest filled with expensive clothing which his family had inherited, for in those times fashions did not change as rapidly as now and it was

not uncommon for richly embroidered garments to be kept in a family for many years. Clothing was often willed the same as land or other property.

In the Southern colonies the people lived on great plantations. One man would often own many hundreds of acres of land. Sometimes the grounds about the home were so extensive that a live-oak lane a mile long would lead from the outer gate to the house. The work on these great plantations was done mostly by negro slaves, who lived in houses which had been built for them. At this time in the development of our country, negro slaves were held in almost all of the colonies.

Many white men had been brought here from England, who were bound to rich planters to work for a certain number of years.

In the Middle colonies the homes in many ways resembled the old homes that they had left. The Dutch mansion was usually built of brick, with a gable end facing the street. The front door was decorated with a heavy brass knocker, which was daily polished. About their homes they planted many of the gay-colored flowers which they had loved in Holland. Every family kept a cow, and the tinkling bells at morning and evening as the cows went and came from the common pasture, suggested the milking time. We shall always be grateful to those early Dutch settlers for introducing into our country the happy Christmas cus-

toms, the colored Easter eggs, and the New Year visiting.

The New England home was very plain. There was no trace of the royal style of living which was noticeable in the Southern colonies. They brought with them many of the Old English customs and



AN EARLY MEETING HOUSE

names which they loved; but most of all they enjoyed their freedom to worship God as they pleased. Their laws were very strict, and they were especially careful about what they did on Sunday. They did not have bells for their churches, but a man stood on the door-step and

called the people together with the tap of a drum. Everybody was compelled to attend church on Sunday and every man was armed with a gun, so that the colonists were always prepared in case the Indians should attack them.

The men were seated on one side of the room and the women and the girls on the other, while the boys were given a place by themselves. People were not allowed to nod in church, for there was a watchman who carried a wand tipped at one end with the foot of a rabbit and at the other with the tail; and the men and boys, who were found napping, were gently tapped with the heavy end of this stick, while the women were reminded of their duty by gently tickling their foreheads with the lighter end of the same stick. Their Sunday began at sunset Saturday and lasted till sunset Sunday.



Colonial Dame Who
Was Fined for Ab-
sence from Church

The boys and girls of those far away days could not look forward to a university education, although schools were early established, and when Boston was only six years old, the sum of two thousand dollars was given for a school which we now call Harvard University. The New England boys and girls had to work hard, for the settlement of any new country requires much work; but

it was not so much their work, that has made New England famous, as it was the lessons of self-control which these young people learned. They had learned to put duty before pleasure, and this was the secret of their wonderful success.

Most of the New England settlers lived in towns, and as early as 1647 every town was ordered to have a free school. In Connecticut, a town that did not keep a school at least three months in the year was fined. At the beginning of the eighteenth century, ten ministers brought together a number of books, each one saying as he laid down his gift, "I give these books for founding a college in Connecticut." This was the beginning of Yale College.

In the Middle colonies, churches of various denominations were established. The Swedes had a meeting house even before William Penn came with his Quaker brethren. The Dutch domine of New York was sometimes paid his salary in beaver skins. The schoolmaster was not so well paid. In order to increase his salary, he was often compelled to ring the church bell, dig graves, or act as town clerk.

Education and churches were not neglected in the Southern colonies, although it was more difficult for them to hold public gatherings on account of the large plantations which scattered the population. They cared for their ministers by having

a law that each minister should have the use of a hundred acres of land, and that he should also have a portion of the "best and first gathered tobacco."

Many of the planters of the Southern colonies employed well educated men to teach their children. There was no system of free schools for all of the children, because the families lived so far apart on the great plantations that the children could not meet at a common school-house as they could in the New England colonies where almost everybody lived in villages.

There were no steel or gold pens in those days. The only pens to be had were those made of goose quills and each person whittled out his own pen as best he could.

Their use of capital letters was also quite different from ours. They wrote all nouns, verbs, and other principal words of a sentence with capital letters. Their spelling, too, was peculiar. They did not have dictionaries to which they might go to find the correct spelling of words, but each one spelled according to his own fancy. The verb "*be*" was often spelled "*Bee*", with a capital letter at the beginning of it.

The same spirit of thrift and enterprise that showed in their business life may also be noticed in the school life of the boys and girls. What they lacked in books and school supplies, they made up

by observation and careful study of the books they had. So well did the young people of those days make use of every opportunity, that not only England, but all the world was compelled to recognize the intelligence and genuine worth of the rugged boys of what was then called the American wilderness.

SUGGESTIONS

Name the thirteen colonies. Write of an imaginary visit to the home of one of the early colonists.

What is meant by "kindred spirits"?

Difficult words—hovel, opportunity, extensive, domine.

SOMETHING TO READ

Grandfather's Chair.—(*Hawthorne.*)

Colonial Children.—(*Hart.*)

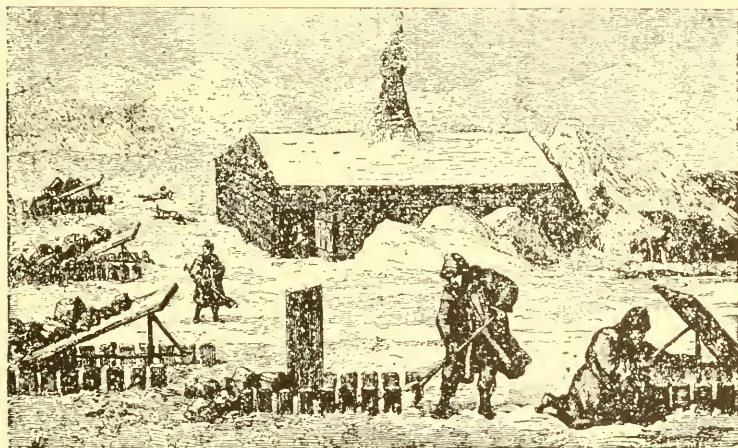
SOMETHING TO REMEMBER

The children of colonial times were happy and industrious. They became men and women whom the world honored.

NEW FRANCE IN AMERICA

France Claimed the Great Interior

While the English were busily engaged planting their colonies along the Atlantic seaboard, France, a powerful country in Europe, was quietly, but persistently, taking possession of the great in-



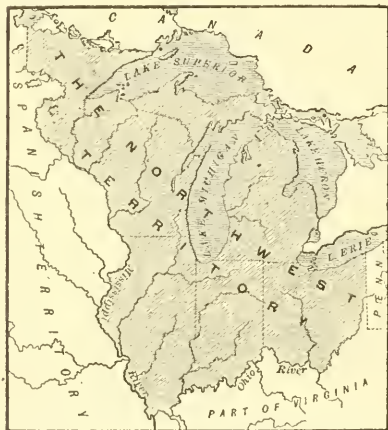
A WINTER SCENE IN NEW FRANCE

terior of America. Because of the discoveries of Cartier, France claimed the St. Lawrence valley and planted colonies to make good her claims. Her bold and far-sighted explorers had carefully examined the Great Lakes, had followed the head

waters of the Wisconsin, the Illinois, and the Wabash rivers whose waters mingled with those of the Mississippi, or the Father of Waters, as the Indians of the long ago called it. They had descended the great river to its mouth, and had there

placed a colony to seal their claim to the great interior.

In 1671, the Frenchmen formally took possession of the great northwest. They invited the leading men of the Indian tribes of the lake region to a great feast. At this gathering many things were done



MAP OF THE GREAT NORTHWEST

for the pleasure of the red men of the forest. They were entertained with games of ball and mock fights and they were feasted with wild fowl, abundance of fish, and the fruits of the season. After they had been feasted for several weeks, the people, both Indian and French, assembled on a lofty hill, which overlooked the Sault Sainte Marie mission. Both Indians and white men either wrote their names or made their marks on a piece of paper which was to show that France claimed all

of the land from the Arctic Ocean to the Gulf of Mexico, and from the eastern coast of Labrador as far west as the land might go. They called this territory New France. Some thought that it might extend two or three hundred miles west of the Wisconsin river. A glance at your map will show how little they knew about the territory they claimed. They planted a heavy wooden cross, and they set close beside it a wooden post with the lilies of France cut in it. The Frenchmen gathered around and chanted a Latin hymn, while the commander held up a piece of sod as a sign of their having taken possession. The Indian braves quietly disappeared in the forest, little understanding what it meant to join heart and hand with the Frenchmen.

SUGGESTIONS

Why did France claim the valley of the St. Lawrence river?

Why did France claim the territory drained by the Mississippi river and its tributaries?

Explain what was meant by the northwest.

Difficult words—persistent, descend, chanted.

SOMETHING TO READ

How Our Grandfathers Lived.—(*Hart.*)

SOMETHING TO REMEMBER

France claimed the land from the Arctic Ocean to the Gulf of Mexico, and from the eastern coast of Labrador as far west as the land extended.

JOLIET AND MARQUETTE

The Missionary's Message to the Indians

France, not unlike other countries of Europe, was eager to get control of as much of the New World as possible. Linked with her desire for territory, was the desire to convert the Indians to the Christian faith. Wherever her explorers went, there, too, went a Jesuit missionary; and sometimes the duties of an explorer and of a missionary were united.

A waterway from the Great Lakes to the Pacific Ocean was greatly desired, and the French believed that this might be found in the Mississippi; although they had long known of the discovery made by the great De Soto, they still believed that the mighty Mississippi flowed into the Pacific Ocean. King Louis XIV sent word to the governor of New France that he wished him to give attention to the passage to the South Sea, as they called the Pacific Ocean. Joliet, who had been born in New France, and was acquainted with the Indians, was selected to carry out the king's wishes. Jacques Marquette, a Jesuit priest, was chosen to go with the daring Joliet. This gave the missionary a chance to carry the Cross to his Indian brothers. In company with five other Frenchmen, these two men, so different

from each other, and yet so well suited to comfort and to sustain each other, set out in two birch canoes. They took with them a generous supply of dried corn and smoked meat. From Green bay, they went up the Fox river to Lake Winnebago. The French had never been beyond Green bay, and they found that they were in need of guides. They assembled the chiefs of three Indian nations, and told them that their governor had sent them to explore new countries, and also to tell them of the Supreme Being, the Creator of all things.

The Indians at first tried to discourage them from making these explorations by telling of the dangers of the great river and of the monsters that "devoured men and canoes together." Seeing that the men were determined to go, they sent two guides, who helped them to carry the canoes across the country to the Wisconsin river. Then a seven days' voyage brought them to the Mississippi river.

For many days these men floated down the beautiful river until they came to an Indian village. As soon as the Indians knew of their arrival, four old men were sent to speak to them. These four men carried two pipes, ornamented with feathers. They marched slowly, and first presented their pipes to the sun, and then offered them to the strangers. Had these explorers not taken the pipes and at least pretended to smoke, they would have

been considered enemies; but now they were received as friends. They slept in the chief's hut, and were given belts and other articles made from the hides of bears and buffaloes. When they were about to leave, they were escorted to their canoes by about six hundred Indians. Father Marquette tells us that these Indians belonged to the Illinois tribe, and that the name "Illinois," in their language, means "men." He thought that they were the most civilized Indians he had ever seen.

As they continued their voyage down the river, they heard a great rushing of water, and they saw small islands of floating shrubbery coming out of the mouth of another river which flowed from the northwest. Here they looked for the first time upon the seething, turbid waters of the Missouri river, which had been gathering its yellow sand in its course of three thousand miles.

They now began to believe, judging from their compass, that the Mississippi flowed into the Gulf of Mexico, and not into the Gulf of California, as they had hoped. On and on they went, however, until they came to the mouth of the Arkansas river. Here they found Indians armed with bows and arrows, clubs, axes, and knives, and they soon learned that these Indians would not hesitate to use them. The Indians grouped themselves in three parties. One party stood on the bank to prevent the Frenchmen from landing, while the other

two parties plunged into the water to take possession of the canoes. The current was so strong that they could not reach the boats, so they went back to land. The Frenchmen then showed the pipe of peace; but the Indians continued to shower their arrows at them. At last, the Indians made signs for the strangers to come on shore. Although the explorers had fears for their safety, nevertheless, they rowed their canoes to the shore.

Father Marquette spoke to the Indians in six different languages; but they could not understand any of them. At last an old man was found who spoke the language of the Illinois tribe and could interpret for them. Marquette gave them presents and told them about God and the universe, and they became so interested that they begged the missionaries to stay with them. Father Marquette and Joliet counseled together and decided that they would attempt to go no farther, for fear that they might be captured by the Spaniards. They had learned from the Indians that they were likely soon to reach the territory of the Spaniards, with whom the Indians had been trading, and from whom they had learned their cruel mode of warfare.

With the two frail canoes they could not afford to risk an encounter with the Spaniards. After a day's feast, the Frenchmen began their return to Canada, leaving the voyage to the mouth of the Mississippi to another.

SUGGESTIONS

Who were the Jesuits?

What was the pipe of peace?

Can you tell some Indian story about the pipe of peace?

Difficult words—turbid, seething, escort, universe.

SOMETHING TO READ

Pioneer of the Mississippi Valley.—(*McMurray.*)

SOMETHING TO REMEMBER

The influence of these two men was noticeable for many years in the lives of the Indians of the Mississippi valley.

ROBERT DE LA SALLE

He Gave the Great Mississippi Valley to France

The unfinished work of Joliet and Marquette was taken up by La Salle who had been educated as a Jesuit. He had given up the work of a priest in order that he might engage in the fur trade in Canada. On the death of Father Marquette, La



LA SALLE

Salle was filled with a desire to complete the voyage to the mouth of the Mississippi, and to plant a colony there. The disappointments which he met would have shaken the purpose of a less determined man; but when once his heart was set on doing a thing, he would not give it up.

La Salle made three attempts to reach the Illinois river before he succeeded in doing so. After reaching it he passed down this river into the waters of the Mississippi, and then continued his voyage to the Gulf. In the month of April, 1682, he planted the standard of France at the mouth of

the Mississippi river, and declared that all the territory drained by the great river and its tributaries belonged to France; and in honor of his king, Louis XIV, he named the country Louisiana.

He was so eager to plant colonies in the valley of the Mississippi, that he made his way back to Quebec, and from there went to his old homeland to enlist the interest of his king in founding a colony at the mouth of the Mississippi. He hoped to connect this colony with those in Canada by establishing a large number of military stations along the Mississippi river. The king was well pleased with the plan, and fitted out for La Salle four ships carrying two hundred eighty persons.

La Salle intended to sail directly to the mouth of the Mississippi, but his pilot failed in this. They sailed beyond the mouth of the river, and finally landed at Matagorda on the Texas shore. One of the ships was lost in landing, and with it went down the provisions which the king had supplied with such a lavish hand.

After two years of suffering and endless disputes, La Salle determined to find, if possible, the Mississippi, and ascend it until he might find help at some French missionary fort. He set out with sixteen companions, but they had not gone far until his companions became dissatisfied. One day when La Salle was only a short distance from the camp, two of his faithless companions fired at him

from their hiding place in the tall prairie grass. Thus, suddenly, was cut short the life of a man who had done so much to extend French territory. Only seven of his companions lived to reach a French settlement.

By this time about sixty military and trading posts were scattered along the great river, but the failure of the French to colonize the Mississippi valley put off, until a much later date, the development of one of the most productive sections of the North American continent.

SUGGESTIONS

Tell the story of La Salle.

Difficult words—enlist, dissatisfied, Jesuit, lavish.

SOMETHING TO READ

American History Stories.—(*Pratt.*)

SOMETHING TO REMEMBER

La Salle's effort to reach the mouth of the Mississippi was unsuccessful. He did not succeed in planting a colony at the mouth of the Mississippi.

THREATENED CONFLICT BETWEEN FRENCH AND ENGLISH

George Washington, the Man of the Hour

As we pause at the very beginning of open warfare between two powerful nations contending for territory in the New World, a great picture rises before us. We can now see, as we look back, that the eighteenth century was one of war. It was a time of change from the old way of living to a new and better kind of life. In the background of this picture, we see England and France at war with each other in the old world, and in the foreground, their colonies in America taking up the quarrel.

Nestled along the Atlantic seaboard, were the English colonies; while to the north and west were the French colonies, fewer in numbers, but fortified with their military posts dotting the interior, and joined with them were many of the Indian tribes.

The English claimed this territory because of the discoveries made by the Cabots. The French also laid claim to much of the same territory claimed by the English because the daring and self-sacrificing La Salle had followed the Mississippi

river to its mouth, and in the name of France had claimed the interior of the continent.

Both countries found it profitable to engage in the fur trade with the Indians in the region north of the Ohio river. George II, King of England, granted to a company of leading men of Virginia a tract of five hundred thousand acres of land located north of the Ohio river. The association was called the Ohio Company; and even before this company could arrange to send out a colony to occupy the land, the French governor of Canada sent three hundred men to occupy this same territory. Both the English and the French really acted as though all of the fur bearing animals of this great continent were gathered together in the country north of the Ohio river; but they were in truth getting ready to settle the question as to who should own the territory between the Mississippi river and the Appalachian mountains.

This was a critical time for both the English and the French in America. Men of courage and of wisdom were needed. There lived in Virginia, a young man who possessed the qualities of noble manhood. He was born of good English ancestry on the 22nd of February, 1732, in a plain country home which overlooked the Potomac river. His parents, Augustine and Mary Washington, gave him the plain and unassuming name, George. We have learned to love the name of George Washing-

ton, not because there is anything unusual about the name, but because of the sterling qualities of character which this boy possessed.

When George was about three years old, his father moved to another plantation in Virginia which lay along the Rappahannock river, near Fredericksburg. Here was his boyhood home; here he had the meadows for his playground; and here he learned to ride, an accomplishment which served him so well in the work which he was afterwards called upon to do. He went to school at an "old field school-house." The school was taught by one of his father's tenants, named "Hobby." An elder brother, Lawrence, returned from school in England when George was seven or eight years old. To the younger brother, Lawrence was a model to be looked up to, and seems to have aroused in the younger brother, that military spirit which had been a trait of the Washingtons for many generations. George saw his brother fitted out for military life in the West Indies. This so impressed him that his games at school took on a military air. His schoolmates became soldiers who were sent here and there, at his command.

When he was ten years old, his father died. George had been away from home on a visit, and reached his father's bedside just in time to receive his parting message. From that hour, new duties came into his life. His mother, who was a sensible

woman, carefully trained her children and early taught them the worth of true manhood and of noble womanhood.

His training was practical, and, even as a boy, he was accurate and persevering. The books which he used and the records which he made are models of neatness. He always found time to do well whatever he had to do. When he was sixteen, he went to live with his brother, Augustine, in order that he might attend a better school. His association with his elder brother, who had been trained in England, was a great help to him.

He early showed a taste for surveying, or the measuring of land. This was attractive work for a boy who loved to live in the open air. Although George's father had left to each of his children what now seems a large tract of land, yet, in those early days the land yielded only a moderate income. Virginia was then a part of a great wilderness, and the landowners scarcely knew where their property extended. The surveying of this land promised to become a profitable business; for the owners were anxious to know where to place their fences. Lord Fairfax, a wealthy Englishman and an extensive landowner, who was acquainted with the young Virginian, offered him employment to help survey the Fairfax estate.

The climbing of mountains, wading of swamps, fording of rivers, sleeping on the half-frozen

ground, and plunging through thickets and underbrush in drenching rains, by no means made a pleasure-trip; but so thoroughly did young Washington do his part of the work, that, when he handed his report to Lord Fairfax, his future success as a surveyor was assured. The wealthy Englishman was so well pleased with his work that the next year he helped young Washington to secure a license as a surveyor. For three years, Washington followed surveying as a business, and it is said that no error was ever found in his work, and that some of his surveys are still authority for a part of the boundaries of Virginia.

During his life as a surveyor, Washington learned much about the life of the frontier settlers, and of the character and habits of the Indians. He became so familiar with the country that he could find his way through trackless forests. He learned to interpret the things about him and to use them to help him in his work. Such habits of observation may seem unimportant in the life of a young man who is some day to be a leader of men, but they were the things by which Washington wrought success where others met with failure.

The trouble between the English and the French continued to increase. They both tried to gain the friendship of the Indians. The English sent to England for goods that would please the Indians. The French, also, tried to win them to their side,

and many of the tribes toward the north united with the French. The Indians living in the disputed territory found leaden plates which the French had either nailed to trees or buried in the ground. It was written on these plates that all this territory belonged to France. The Indians gazed in amazement at these strange plates; at last



THE HALF-KING

they solved their meaning. They said, "They mean to steal our country from us"; so they decided to join the English. It was fortunate for the English that they so decided, for they could greatly help them in spying out the enemy, and in acting as guides through the forest. A messenger from the Miami tribe assured the gover-

nor of Pennsylvania that their friendship for the English "would last while the sun and moon ran around the world." The messenger gave the governor three strings of wampum.

The English wisely made their settlements south of the Ohio river and east of the land claimed by the Indians. This gave them an opportunity to trade with the Indians and obtain the rich furs which both the French and the English so much desired. The French were not so prudent, but built their forts within the territory still claimed

by the Indians. The old Half-King of the western tribes once went to the French fort on Lake Erie and complained to them, saying: "Fathers, you are disturbers in this land by building towns. We kindled a fire a long time ago at Montreal, where we desired you to stay. I now advise you to return to that place; for this land is ours." The French commander replied to him: "I tell you that down that river I will go, and build upon it. My force is as the sand upon the seashore. Therefore, here is your wampum; I fling it at you." The old man, disappointed and injured at the defiant manner and threats of the Frenchman, returned to the English for protection.

News of what the French were doing finally reached Governor Dinwiddie of Virginia. He at once decided to send a messenger to the French commander, demanding an explanation. He wanted a man who was strong and brave, one who understood the red men, and who could cope with the white men. He found these requirements in the youthful George Washington; although Washington was only twenty-one years of age, he selected him for this important mission.

Washington had but little military training, but he understood that the first duty of a good soldier was obedience; he immediately began to get ready for his dangerous journey. On the last day of October, 1753, he started for the French fort on

Lake Erie. He was attended by four experienced woodsmen, by an interpreter, and by Christopher Gist, one of the best guides in Virginia. To-day, when we can flash a message across the country by wire, and can travel with such speed in beautifully upholstered cars, we cannot fully value the courage of a young man who would undertake to go to the camp of an enemy through a trackless forest filled with lurking Indians. Washington, however, was undaunted. When he reached the Youghiogheny river, he divided his party into two groups; two men went down the river in a canoe to where Pittsburg now stands; while the rest of the party took the horses over a roundabout trail that kept away from the river. When they met at the place where the rivers unite to form the Ohio, they were still far from the French fort. A runner was sent to tell the Indians that the English were their friends and to invite the chiefs to a council. When the Indians assembled, Washington told them that he would protect them from the French, and asked that they would help him to reach the French fort. After they had exchanged gifts with each other, Washington continued his march, accompanied by the Half-King, and by two other chiefs.

At last, they arrived at the French fort, and Washington was received with true French politeness by the commander, St. Pierre. On receiving

the letter, the commander and his officers retired to a private room to translate Governor Dinwiddie's message into the French language. It was two days before St. Pierre delivered to Washington his sealed reply. Those hours spent in waiting had not been wasted by Major Washington, as the governor had called him in the letter; for he had carefully noted the plan and strength of the fort, and had made a record of the number of canoes which they either had in readiness or which they were making to carry their troops down the river as soon as spring came.

It was with difficulty that Washington persuaded his Indian companions to return with him. The French did everything in their power to break the friendship between the Indians and the English. They feasted and gave them gifts; but Washington's tact finally prevailed, and he set out on his return with his little company. They found the river full of floating ice, and their frail canoes were in danger of being driven upon rocks. At Fort Venango, Washington left the river to go by land. It was Christmas day and they still had a long journey before them.

Washington saw the uselessness of trying to urge the horses through the deep snow. Therefore he dismounted, dressed himself in an Indian hunting suit, strapped his pack of provisions and valuable papers to his back, and, taking his gun in

hand, started on foot with Gist, his trusted guide as his only companion. They had not gone far when they met some Indians who appeared to be friendly; so they decided to hire one of them to act as a guide. The Indian gladly consented, and took Washington's pack upon his back.

After they had gone eight or ten miles, they became distrustful of the Indian, fearing that he intended to lead them into an ambush. They watched him closely, and just as they were coming out of a thick tangle of woods into an open meadow, the Indian, who was about fifteen steps ahead, quickly turned and fired at them. He then hid behind a large oak tree where Washington and his guide caught him as he was preparing to reload his gun. Washington would not allow his companion to harm the Indian; but they sent him to his home which he said was not far away. Gist followed him a short way and listened until he could no longer hear the sound of his footsteps on the snow. They traveled as fast as they could all that night and the next day, until late in the evening, when they again reached the Allegheny river.

Washington had expected to find the river frozen over; but instead, he found great blocks of ice floating in it. With one poor hatchet, they began to make a raft. They worked all the next day, but it was growing dark before the raft was completed. Fearing lest Indians had followed their trail, they

determined to cross the river. Their raft was caught by the ice, and Washington, in trying to keep the ice from wrecking the raft, was hurled into the water, and saved himself by clinging to one of the logs of the raft. They made their way to a small island where they spent the night. The next morning the river was frozen so that they could cross on the ice, and before night they were in the comfortable quarters of an Indian trader. They pressed forward and were able, on the sixteenth of January, to deliver the reply of the French commander to Governor Dinwiddie. Thus was completed the first public service of Washington, but it was not the last; for within three months he was promoted to be a lieutenant-colonel.

SUGGESTIONS

Why was this a critical time for the English?

Write a story about the boyhood of Washington.

Why was Washington chosen to carry the message to the French general?

How long did it take Washington to make his trip to the French fort and to bring the reply of the French commander to Governor Dinwiddie?

Difficult words—attractive, authority, defiant, protection, cope, prudent, attended, lurking, tact, ambush.

SOMETHING TO READ

Heroes Every Child Should Know.—(*Mabic.*)

George Washington.—(*Scudder.*)

SOMETHING TO REMEMBER

George Washington was accurate in all his work. At twenty-one years of age the governor of his colony sent him with an important message.

THE FRENCH AND INDIAN WAR

A Training School for Colonial Soldiers

The reply of the French commander was such as might be expected. He stated that he was there by order of his general, and that he did not intend to listen to the request of the English to leave the territory. Nothing remained, therefore, but to settle the question by might of arms. Governor Dinwiddie appealed to the governors of other colonies for help, but the idea of the colonies helping one another was not well received. They had, as yet, not understood the meaning of the saying, "In union there is strength."

Washington was sent with four hundred men to build a fort at the forks of the Ohio river. He had previously mentioned this location in his report to Governor Dinwiddie. He was told by the governor to drive away anyone who attempted to disturb the English settlers in that part of the country. After great exertion, he came to an open space in the western part of Pennsylvania called "Great Meadows." He learned that the French were on their way to meet him. A fort was quickly formed which he named Fort Necessity. Washington decided to surprise the French. A faithful Indian led him and his men to a low bottom where

the French lay encamped. As soon as the French caught sight of them, they rushed for their arms. Washington gave the command, "Fire," and the first shots of the great French and Indian war brought death to the French leader and to ten of his party.

Although this first attack had put to rout the French, yet Washington understood that his little band of four hundred men could not withstand the great army which the French had gathered together. He withdrew as quickly as possible to Fort Necessity. The French followed him, and placed their soldiers on elevated ground and even in trees, so that they could fire down upon the English within the fort. For nine hours during a drenching rain, the French kept up an unceasing fire upon the men within the fort.

At last the French commander suggested that they cease firing until Washington could send one of his officers to learn the terms of surrender. These terms were written in French and had to be translated into English; as no writing materials were at hand they were translated orally. A candle was brought and held close to the paper, but the rain fell in such torrents that it was difficult to keep the flickering light from being put out. Washington realized that his men could not hold out much longer, and with a few changes, he accepted the terms of an honorable surrender. On the

fourth day of July, a day afterwards memorable in the history of our country, Washington and his men carrying their colors, marched out of the fort, and withdrew from that territory.

England now realized that if she were to hold the land west of the Allegheny mountains, she must have more than a handful of soldiers on the frontier. It was decided to send at once soldiers from England and to enlist as many men from the colonies as possible. General Edward Braddock of England was placed in command. He was a brave man, but he knew nothing about Indian warfare. When Washington suggested that the Virginia rangers, who were familiar with the country and used to the Indian manner of fighting be placed in the lead, Braddock declined; he was too proud to listen to the advice of a colonist.

The troops under the command of General Braddock were then marching to attack the French at Fort Duquesne. The French and Indians were hidden on both sides of the line of march, behind trees and rocks. The British regulars had marched into their trap and were thrown into confusion. The Indian war-whoop was more terrifying to them than the whizzing of bullets; but not nearly so deadly. Braddock would not give up his plan of forming his men in military style, and on this account they were mowed down by the bullets from behind the trees.

Washington did all that he could to carry out his general's plans. Two horses were that day shot from under him, and four bullets passed through his clothes. In his eagerness to turn the tide of battle, he leaped from his horse and himself wheeled about one of the cannons and then fired it; but the engagement was hopeless. Braddock,



GENERAL WOLFE

himself, was mortally wounded. Washington gathered together the shattered forces of the Virginia rangers, and skillfully managed the retreat of the defeated army.

For two years the French gained victory after victory. At last there came a change in the management of the English government. William Pitt, a member of the English Parliament and a strong friend of the American colonists, began to dictate the policies of the war; for war it now was to the bitter end. One fort after another was taken from the French, until the entire Ohio valley was in the possession of the English.

The British commanders, now that they had driven the French from the contested territory, de-

terminated to compel them to give up all of their territory in America. They took several of the strongholds along the Canadian border, and at last decided to get possession of Quebec, the stronghold of Canada. Wolfe, the English commander, succeeded in taking his army several miles up the St. Lawrence river without the French knowing it. He had discovered a path leading up the steep cliffs to the Plains of Abraham at the rear of Quebec. At the dead of night, his flat-bottomed boats carrying the British regulars silently floated down with the current.

As they came near the French fort, one of the sentinels cried out, "Who goes there?" A captain in the first boat who understood the French language answered, "The French," and the boats glided on without further questions. They came to a place which is now called Wolfe's Cove. General Wolfe was one of the first to climb the steep and narrow path. His soldiers followed him, helping themselves by holding to the roots and branches. At break of day his soldiers were in military array on the Plains of Abraham. The French commander, Montcalm, was amazed when he learned that the English were ready to attack Quebec at its weakest side.

The battle was begun without delay. Both the English and the French commanders met death on that eventful day. General Wolfe, who had so gal-

lantly led his soldiers had been twice wounded when at the moment of success the third ball struck him and he sank to the earth. An attendant leaning over him said, "They run." "Who runs?" questioned Wolfe, as if roused from sleep. "The French, sir, they give way everywhere." "Now, I will die in peace," said the expiring man.

Montcalm, while trying to rally his regiments, was also struck with a ball and fell to mingle his life's blood with that of General Wolfe. When told by his physician that he could live only a few hours, he replied, "So much the better, I shall not live to see the surrender of Quebec."

Five days after the battle, the English took possession of Quebec. This virtually ended the war and New France passed away, but it was not until several years later that, by a treaty of peace signed at Paris, France gave to England all of her possessions east of the Mississippi, except the island where New Orleans now stands. To Spain she transferred all of her territory west of the Mississippi. As the French minister signed the treaty that shut France out of North America, he said: "So we are gone; it will be England's turn next."

SUGGESTIONS

Name some things which showed Washington's wisdom.

Who was General Wolfe?

Tell how Quebec was captured.

Difficult words—parliament, dictate, policy, transfer.

SOMETHING TO REMEMBER

The French and Indian war trained the colonial men for service in the Revolution.

REVOLUTION

THE GROWTH OF INDEPENDENCE

*"We day by day by trifles learn,
To do life's greater deeds."*

—BINGHAM.

Just as boys and girls do not remember exactly when they put away the toys of their babyhood, and as men and women cannot tell just when they ceased to look to their parents for guidance, so in some such way the thirteen colonies outgrew their dependence upon the mother country.

The great distance from England, and the slow way of sending their messages had forced the colonists to think and to act for themselves. Many things had happened which weakened the tie between the mother country and the colonists. Already England had said that the colonists could not ship anything except to English markets, and all the manufactured goods that they needed must be bought in England. They were not, therefore, allowed to buy from any foreign country. Whatever they might need that England could not produce must first be sent to England and then shipped from England to the colonies. England claimed the right to control everything. Even the trees in

the forest were inspected, and those which would make timber suitable for ships were marked, and any colonist who cut one of these trees was punished.

The mother country did not want her subjects to manufacture anything. They could cultivate the soil, but to make anything useful was forbidden. Some of the colonists began to make woolen goods, but they were checked by not being allowed to send their goods to any other colony; neither could they send them to England, nor to any other country. Hats and caps were not allowed to be made, because there were so many beaver and fur bearing animals in America that they thought the colonies would soon be able to supply all England with hats and caps.

In Pennsylvania the people were anxious to do something with their iron ore of which they had such abundance; but no, they must either leave it in the ground, or send it to England to be made into articles of use, and then the manufactured articles could be sold to the colonists. Finally, England said that all of the iron works in the colonies must be closed, and that any that might afterwards be opened should be destroyed as "nuisances."

In New England, where the soil was less productive than in the other colonies, the people were compelled to depend upon their fisheries and their

manufactured goods in order to make a living. Here it was that England kept a careful watch that her laws were obeyed, and here it was that the first outbreak of the great revolution was to take place.

SUGGESTIONS

How did England check the development of the colonies?

Why did she want to do this?

Difficult words—discussion, nuisance, productive.

SOMETHING TO READ

American History Stories, Vol. 2.—(*Pratt.*)

SOMETHING TO REMEMBER

The colonists were not allowed to engage in manufacture. The colonists were not allowed to buy goods from any country except England.

THE STAMP ACT

The Cause of the First Colonial Assembly

In England discussions were held in Parliament about the colonies in America. The great question was whether the mother country had the right to levy taxes on the American colonies without allowing the colonists to send one of their number to represent them in the English Parliament. The king needed money to pay the debt caused by the last war with the French. He believed that the colonists should bear their part in maintaining the English government, and in keeping soldiers in the colonies to defend the settlers from Indian uprisings and attacks from the French. It seemed to him only fair that the colonies should share the burden which Parliament had made for their protection.



SHILLING STAMP

The colonists might not have objected to the request that they should bear a part of England's burdens if they had been allowed a voice in deciding what part of the debt they should pay. But

the mother country insisted on fixing the taxes without consulting the colonists. When she realized that she could not get the colonists to pay the proposed taxes in any other way, she planned "The Stamp Act" to force them to do something that they would not willingly do.

Fifty-four different kinds of stamps were made in England, and these were put on all kinds of paper which the colonists wanted to use. They were to be placed on their newspapers, their notes, their mortgages, and almost every kind of legal paper. The colonists said that it was unjust to ask them to pay taxes and at the same time to give them no voice in their government. It was principle for which they contended, and it is principle for which men everywhere will give even their lives.



STAMP

In August, 1765, packages of stamps and of stamped paper were sent from England, and the names of the men who were to sell the stamps were published in the newspapers. The day on which the act was to go into effect was one of great excitement. In Philadelphia and Boston, bells rang as for a funeral, and the people called it the death knell of their liberty. In New York the people marched in a procession, and carried a banner on which was a copy of the Stamp Act and the

words "The folly of England and the ruin of America." There was an old elm tree in Boston which stood at one corner of Essex street. Early in the morning two figures were seen hanging from the branches of the lower limbs of this tree. These had been put there by the "Sons of Liberty," a society that was solemnly pledged to oppose the enforcement of the Stamp Act law. These figures or effigies were dressed as real men. One was meant to be Andrew Oliver, a gentleman belonging to one of the most respected families in Massachusetts, and who had been appointed by the king as a stamp officer; the other represented the earl of Bute, who, it was believed, had advised the king to tax America.

In the evening the Sons of Liberty cut down these effigies, and a large but orderly crowd followed a bier bearing the figures. As the throng marched through the streets, they shouted, "Liberty, Property, and no Stamps." They stopped before the state-house, where the governor and officers of the king were in session, and then they marched directly to the house which Oliver had intended for his stamp office. They tore this down and kindling a bonfire, they burned the effigies. "Death to the man who offers stamped paper to sell!" they shouted.

The English officer ordered his militia colonel to beat an alarm; but the colonel replied, "My

drummers are in the mob." When the officer tried to disperse the crowd, they forced him to run the gauntlet after the Indian fashion, and actually gave him several raps as he ran. Oliver, the stamp officer, promptly resigned his office. One after another of the colonies refused to accept the Stamp



WILLIAM PITT

Act till finally, every stamp officer was forced to resign. The stamped paper which had been brought over was either destroyed or put away out of sight. For a time, all business requiring stamps was at a stand-still.

Up to this time, the colonies did very little business with one another. There had never been a meeting of representatives from each of the colon-

ies. The Stamp Act, however, tended to draw the colonies more closely together, because they now began to feel that they had a common interest, and when the legislature of Massachusetts sent a letter to each of the other colonies asking them to send representatives to a general congress to provide a way to resist the Stamp Act, nine of the colonies sent delegates to represent them.

This Congress prepared a petition to King George III, asking that the unjust Stamp Act be repealed, and that the colonists be given the rights and liberties of the subjects of Great Britain. When the petition was read before the English Parliament, a stormy debate followed. William Pitt, who was a member of Parliament, had kept himself well informed about the colonists. He realized how much the colonists prized their liberty, their property, and their rights as citizens. Although he was an old man and in feeble health, yet his speeches before Parliament did much to help the struggling colonists. He claimed that England had no right to lay a tax on the colonists without allowing them to have a representative in Parliament. He said that they were entitled to all the rights and privileges of Englishmen. England finally decided to tell the colonists that she would repeal the Stamp Act, but that she would retain the right to make laws that would be binding on the colonies "in all cases whatsoever."

When news came that the Stamp Act had been repealed, there was great rejoicing in America. Bonfires were lighted, joy-bells were rung, and the various legislatures sent messages of thanks to the king. Everybody was in a happy mood; the quarrel was ended. Little attention was given to the right which England reserved to make laws for

the colonies ; but this right was the source of future troubles.

SUGGESTIONS

What was the Stamp Act?

Why did England want to tax the colonists?

Name some of the ways by which the people showed their dislike of the Stamp Act.

Difficult words—principle, contend, gauntlet, bier, militia, appropriate, petition, knell, effigy, disperse.

SOMETHING TO READ

American History Stories, Vol. 2.—(*Pratt.*)

SOMETHING TO REMEMBER

The colonists sent a petition to the king of England asking that the Stamp Act be repealed. England did repeal the Stamp Act, but she reserved the right to make laws for the colonies that would be binding on them in all cases whatsoever.

BOSTON, THE CENTER OF ACTIVITIES

Boston Tea Party, December, 1773

While the colonists were busy with their work, and happy in the thought that they would always be treated just as the people in England were treated, the English were planning how they could lay a tax upon the colonists to which they would not object. They decided to place a tax on the things which they knew the colonists would want to buy, such as glass, paper, white lead, painter's colors, and tea. They were careful to include tea, for they knew that the people of America were fond of tea; therefore, they said that the Americans should pay as a special tax or duty, six cents for every pound of tea which they bought.

As soon as the colonists heard of the new law, they were filled with indignation. Their newspapers of which there were then twenty-five, urged the people to stand for their rights. England thought it best to be prepared to enforce this law; accordingly, she ordered two regiments of troops to be sent from Halifax to Boston; for she said, "If any province is to be chastised it is Boston." The people refused to give the soldiers either food or lodging, so General Gage was compelled to make his camp on the Boston Common. Some of the sol-

diers were taken to Faneuil Hall. When the weather became too cold for outdoor camping, some of their soldiers escaped and went into the country, so the English officer was compelled to rent houses for those who remained loyal. Boston was under military rule, but there was nothing for the soldiers to do. The peace-loving people of Massachusetts did not enjoy having soldiers stationed among them; but they were determined that they would not be the first to stir up trouble.

The people quietly but persistently refused to buy English goods. A society called the "Daughters of Liberty" was organized. One day thirty or forty young ladies took their spinning wheels to the minister's home, and spun two hundred thirty-two skeins of yarn. It was no uncommon thing to see wealthy and influential men dressed in cloth that had been made at home. At the afternoon teas, the ladies no longer used the imported tea, but instead used the dried leaves of the raspberry.

All England seemed to be watching Boston; but there was still no reason to attack it. The soldiers were a constant menace to the people. One wintry evening a crowd gathered where the soldiers were stationed. It was a noisy, boisterous crowd; but no one was armed. There had been quarrels and brawls on the streets. One boy had been struck

on the head; several times guns had been leveled; soldiers had said that they would fire.

Removed as we are over one hundred forty years from the scene of that terrible night, we can scarcely imagine the taunts and jeers that were heard on both sides. "Fire if you dare!" said the colonists; "You dare not fire!" At last some one struck a soldier's gun. The soldier leveled his gun and fired. One after another the soldiers fired until eleven New Englanders lay stretched upon the newly fallen snow, some wounded, others dead or dying. The first blood of the Revolution had been shed.

When the news of this occurrence reached England, Parliament decided to do away with all of the taxes except the tax on tea. "Surely," it was said, "no one would object to paying a small tax on tea." In order to make this tax acceptable to the colonists, the English reduced the price of tea so that even with the tax added tea was cheaper in America than it was in England. But it was not the money which annoyed the colonists; it was a principle for which they were contending. The colonists said that the right to levy a small tax implied the right to levy a greater tax.

The other colonies sympathized with Massachusetts, and were willing to help her in any way that they could. Words of cheer came from the other colonies. The men in Philadelphia wrote to the

men in Boston saying, "Our only fear is lest you may shrink. May God give you virtue enough to save the liberties of our country." Had the colonists of Philadelphia known their neighbors better, they would not have feared the outcome.

In order to carry out the plan of collecting a tax on tea, England sent one of her vessels laden with

tea for the American colonists. When this vessel came into the harbor at Boston, a mass meeting was called at Faneuil hall, often called the cradle of liberty; but this hall could not hold all the people who gathered; therefore the meeting was adjourned to the Old South meeting house. It was voted without a single objection that the tea should be returned to England in



OLD SOUTH CHURCH

the same ship which brought it. A night watch of twenty-five men was set to guard the vessel. Two or three days later, other ships arrived, and they also were told that they could not land. The En-

glish officers at the custom house would not give the vessels a return pass, and they dared not leave the harbor without a pass.

The next day there was another mass meeting, and it was again voted that the vessels could not unload. What was to be done? This was a most critical moment. It had now grown dark, and the old church was dimly lighted with flickering candles. Messengers were sent to the governor, who had gone to his home several miles away. When they returned they said that the governor had also refused to give a pass for the vessels. Samuel Adams, who has been called "The Father of the Revolution," arose and quietly announced, "This meeting can do nothing more to save the country."

Scarcely had he finished speaking when a war-whoop was given outside the door, and fifty men dressed as Mohawk Indians filed down to the landing. The crowd gathered at the wharf and noiselessly, almost breathlessly, listened to the click, click of the hammers, while the tea in three hundred forty-two chests mingled with the briny water.

At Charleston, the colonists likewise refused to receive the tea. They stored it in a cellar, and afterward sold it for the benefit of the revolutionary cause. In Philadelphia, five thousand men arranged to have the tea which had been shipped to them returned to England immediately.

When Great Britain, as the colonists now called the mother country, learned what had been done, she was angry, and determined to have revenge. She ordered Boston harbor closed so that no goods or supplies of any kind could be either received or sent away. Then she demanded that the charter of Massachusetts be taken away.

These acts affected all the colonies; for they claimed that if Great Britain had the right to close a harbor and to take away the charter from one colony, she could do the same to all of the colonies. Accordingly they rallied to the help of Massachusetts. The Southern colonies sent rice, New York sent bread-stuffs, while all of the colonies sent of their plenty and also messages of good cheer.

In September, 1774, delegates from twelve of the colonies met in Philadelphia. Georgia was not represented, but sent words of hearty sympathy. This meeting was called the First Continental Congress. They sent a petition to the king asking that the differences between the colonies and the mother country be settled. They also adopted a resolution that they would not carry on any trade with Great Britain until these differences were settled, and further that the colonies would act together in resisting British oppression. Before they adjourned they arranged for a second Congress, in case they should need to meet again. When the English Parliament received the petition, it appointed General

Gage to subdue the colonists and sent him a fleet and ten thousand soldiers to help him carry out his orders.

SUGGESTIONS

Give a word picture of the Boston Tea Party.

Tell the tea story at Charleston and at Philadelphia.

Who was Samuel Adams?

Why did the other colonies help Massachusetts?

Difficult words—indignation, menace, boisterous, implied, wharf, subdue, sympathize.

SOMETHING TO READ

The Boston Tea Party.—(*Irving.*)

SOMETHING TO REMEMBER

The First Continental Congress met in Philadelphia in 1774. They resolved to carry on no trade with Great Britain. General Gage was sent by England to subdue the colonists.

BENJAMIN FRANKLIN

An American Statesman

At the time of the Boston Tea Party, our famous American, Benjamin Franklin, was sixty-seven



BENJAMIN FRANKLIN

years of age. He had counseled wisely during the French and Indian war, and had anxiously watched the progress of events tending toward revolution. His greatest service to his country, however, was given during the seventeen remaining years of his life.

Franklin was the youngest son of a family of seventeen children.

He was born in Boston, January 17th, 1706, near the beginning of the eighteenth century—a century which was noted, as we shall soon learn, for great changes in the methods of government in America.

His father was a candle maker, a business which would not yield much of an income to-day, but which was in those days sufficient to take care of a

large family of boys and girls. His brothers were sent to school until they were ten years of age, then they were bound out as apprentices to learn trades. Benjamin early gave promise of being a good scholar; when he was seven years of age he used to write letters in rhyme to his uncle Benjamin, who lived in London. When he was eight years old, he stood at the head of his class, and was promoted to higher classes twice within the same year. He was then placed in a school to learn writing and arithmetic. The first he learned easily, but he failed utterly in his arithmetic. Later in life he set himself the task of mastering the science of numbers; he studied algebra, geometry, and trigonometry. He learned to be accurate in the work, but he did not so fully enjoy the study of these sciences as he did the science of language.

When he was ten years of age his father realized how impossible it was to give him a college education; so he took Benjamin out of school to help him make candles. The boy soon became tired of cutting wicks and melting tallow. He heard the call of the sea, but his father, who already had one boy at sea, could not consent that his son Benjamin become a sailor. The father used to take long walks with Benjamin, visiting the bricklayers, the carpenters, and people of other kinds of trade, thinking that he might find out what most interested his son. Finally he decided that he would

have him learn the trade of a cutler, a maker of knives and other edge-tools. In those days, when a boy wanted to learn a certain trade, it was necessary for the boy's parents to pay a fee for the privilege of learning to do the work. The cutler's fee was one hundred dollars, and that seemed a sum entirely too large for his father to pay.

His elder brother, James, was a printer, and the father at last decided to bind Benjamin as an apprentice to his brother. This plan did not altogether please the young Franklin; but he finally consented, and at the age of twelve he signed the papers which bound him to his brother until he became twenty-one years of age. He was to receive no pay for his work until the last year. The plan worked well for a time. Young Franklin applied himself to his work, and became a great help to his brother.

Franklin now had plenty of good books to read, because a gentleman, who had learned to know him at the printing house, invited him to come to his library, and kindly loaned him books. His brother had dealings with the book sellers, and these learned to know the younger brother so well that they allowed him to take books from the book store. While Benjamin Franklin gave us the couplet,

"Early to bed and early to rise,
Makes a man healthy, wealthy, and wise,"

he himself did not always follow this teaching; for he used to sit up very late sometimes to finish reading a good book. He was fond of rhyming. It was popular in those days to make ballads about the common events of every-day life. Benjamin used to write in this style, and his brother would print his verses, and then send him out on the street to sell them. They found a ready sale and this encouraged the boy; but his father, who was always his adviser, objected to what he was doing. He listened to the wise counsel of his father, and worked even harder to master his trade. His brother did not encourage him in his work as one might expect, but was fault-finding, and sometimes even cruel to his younger brother; for he was envious of Benjamin's increasing popularity. Our young friend, however, did not need much encouragement, for he was determined to learn to express himself in good English. He used to read Addison's *Spectator*, and liked the book so much that he read it over and over; and then after two or three days, he re-wrote in his own language all that he could remember of it. He then compared what he had written with what he had read.

Benjamin's brother started a newspaper in 1721, which he called the *New England Courant*. There was already one other paper published in America, and his friends told him that they did not believe that the *Courant* could succeed, for one newspaper

was enough for America. Benjamin was a busy boy helping his brother with the *Courant*. He was office boy, printer, pressman, and newsboy all combined. Soon afterwards he decided to write something for the paper. He wrote a "piece" and signed it "Mrs. Silence Do-good." He did not dare to let his brother know that he had written it; so he changed his handwriting as much as he could. When he had finished this story, he put it in an envelope, and late one evening he slipped it under the door of the printing-house, and ran away as quickly as possible.

Next morning as he stood at the case setting type, he heard his brother read the story to some friends. It gave the fun-loving boy great pleasure to listen to their comments, and to hear them name some of the leading men in Boston whom they thought most likely to be the author.

Benjamin kept the secret until several of his articles had been published, then he confessed that he had written them. The pleasure which came to Benjamin from the kindly words of praise spoken by his brother's friends, was checked because of the envious way in which his brother acted. The brother thought that so much praise would make the younger brother vain. Little by little the differences between the two brothers increased to open quarrels. Their father tried to settle their dis-

putes, but James, the elder brother, always claimed that his father favored Benjamin.

At last Benjamin decided that he could no longer endure his brother's harsh and unjust treatment. He himself declared that this was one of the reasons why he believed that too much authority should not be given to one person. He went to his brother, and told him that he could no longer work for him. His brother became very angry, and said, "If you do not work for me, you shall not work for any other printer in Boston." True enough, when Benjamin went to find work, he learned that his brother had already called upon the printers of the city, and had asked them that they would not give Benjamin anything to do.

There were then only two other cities where he would be likely to find work; these were New York and Philadelphia. He determined to seek work in New York. In order to get money for the trip, he sold some of his books and then arranged with the captain of a sloop to take him to New York. In three days this boy of seventeen was in a strange city three hundred miles from home. No one needed his services there; so he trudged on his journey through a heavy rain, and at night he stopped at a wayside inn, a discouraged and homesick boy. He continued his journey, however, till he came to the Delaware river. Late the next evening a boat was passing, which was going to Philadelphia.

Franklin was taken on board, and as there was no wind, the men took turns at rowing. About midnight some of the party thought that they had passed the city, so they decided to land. It was a cold night in October, and as they had landed near an old fence, they made a fire with the rails, and waited until morning. Early the next morning one of the party recognized that they were a little above Philadelphia. They landed at this city about nine o'clock in the morning. This was Franklin's introduction to the City of Brotherly Love; but it was not his last experience.

SUGGESTIONS

Give reasons why we honor the name of Franklin.

When did the eighteenth century begin?

Write a story of Franklin's boyhood.

Difficult words—library, ballad, sloop, inn, couplet, trudge.

SOMETHING TO READ

Franklin's Autobiography.

SOMETHING TO REMEMBER

"Sloth, like rust, consumes faster than labor wears, while the used key is always bright."—FRANKLIN.

FRANKLIN IN PHILADELPHIA

The Printer Boy Becomes a Man of Influence

If one were to have seen Franklin on the morning of his arrival at Philadelphia, it would have seemed altogether improbable that this unkempt, untailored, and plain looking boy would one day stand before kings. The unfolding of his life is not a fairy story; it is simply an illustration of what a boy may make of himself who wisely uses the talents that he has.

He cheerfully paid the manager of the boat for his passage, although he had helped him with the rowing. He then went up the street to find something to eat. He asked for biscuits, such as he used to buy in Boston; but the baker did not have them. Then he asked for a three-penny-worth of bread. The baker handed him three great puffy rolls. Franklin was surprised at the quantity, but took the rolls. His pockets were already filled, so he put a roll under each arm, and began to eat the other. As he returned to the wharf he passed the home of Mr. Reed, his future father-in-law. The young Miss Deborah Reed, as she watched the awkward looking young fellow munching his breakfast, little dreamed that she would one day be Mrs. Benjamin Franklin.

On the following day Franklin went to see Andrew Bradford, the printer. Here he found an old gentleman whom he had previously met in New York, and who had advised him to come to Philadelphia. This gentleman introduced Franklin to another printer named Keimer, who was pleased with Franklin's manner, and promised him work. Franklin's success seemed now assured, for what he wanted was a chance to work.

He was too poor to start in business for himself; but by economy he soon saved enough to become a partner in a printing house. He was twenty-two years of age when he became a member of the firm, Franklin and Merideth. He finally bought out his partner, and for two years his sign read, B. Franklin, Printer. He published the *Pennsylvania Gazette*, which survives to-day in the *Saturday Evening Post*.

In 1730, Franklin married Deborah Reed, the girl who was so amused at his first appearance in Philadelphia. She became a great help to him, for she was in sympathy with his work, and was interested in all that he did. Two years later, the year in which George Washington was born, he began to print an almanac, which he called "*Poor Richard's Almanac*." Besides giving the monthly calendar and the phases of the moon, he filled up the pages with wise sayings, and made the almanac so useful and so entertaining that he sold ten thou-

sand copies annually for twenty-five years. Here are a few sayings from "Poor Richard":

"Well done is better than well said."

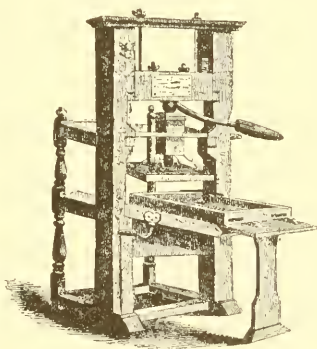
"Being ignorant is not so much a shame as being unwilling to learn."

"A slip of the foot you may soon recover, but a slip of the tongue you may never get over."

Franklin managed his business so well that in after years his income was large enough to allow him time for the study of other things. He began the study of the French language, and he found it so interesting that he afterwards studied Italian, Spanish, and Latin.

He took a great interest in the welfare of the people, and among the things which he devised to better their condition may be mentioned, the public library, an improved postal system, and the use of stoves instead of the great fire-places.

He became greatly interested in the study of electricity. Many other people at that time were also interested in it; but no one had learned to make it useful to mankind. To-day, when electricity lights



FRANKLIN'S PRESS

our streets and houses, helps us to talk to people hundreds of miles away, draws our street cars and carriages, and sends our messages around the world, we wonder how people ever lived without its help.

Franklin was the first to discover that lightning and electricity were the same force. He had believed this for a long time, but he now proved it by using a silk kite. To the upper end of the kite



FLYING A KITE

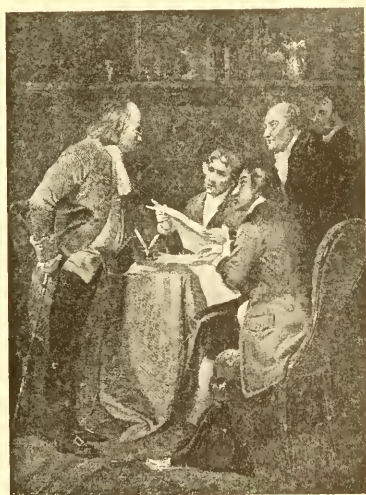
he fastened a sharp pointed piece of wire, and to the lower end he attached a tail. To the body of the kite he fastened a long hempen cord to be used for flying the kite. He then tied a piece of

silk ribbon and a door key to the lower end of the cord. One evening when a thunder cloud was coming up, he and his son William took the kite, and went outside the city into the open country to make his experiment. The kite flew well, but there seemed to be no electricity in the cloud. Franklin was about to haul in the kite when he noticed that the fibers on the cord began to rise. He touched the key with his knuckle and immediately a spark appeared. He touched it again and again and each time he felt the electric shock. He brought in his

kite, for now he had proved that lightning and electricity are the same. When the report of this great discovery became known, there was great excitement among the men of science in Europe as well as in America. Franklin was called a man of science. Both Harvard and Yale colleges gave him the degree of Master of Arts, and universities in England and Scotland made him a Doctor of Laws.

When the colonies needed someone to plead their cause before the Parliament of England, they sent Franklin to represent them. He did not want England and the colonies to go to war with each other. He urged Parliament to plant more colonies

between the Mississippi river and the Allegheny mountains, rather than to attempt to collect taxes from the colonies already established. In this way he plead for the development of the great interior. Although the English listened to his pleas, they



DRAFTING THE DECLARATION
OF INDEPENDENCE

were unwilling to do anything more for the American colonies.

After Franklin had been in England ten years pleading in vain with the King and with Parliament for the colonies, he returned home. He now turned his energies toward helping the colonies in their struggle with England. He met with them in their assemblies, and was afterwards one of the signers of the Declaration of Independence. We can readily understand why he was especially interested in the people of New England; for Boston was still the home of many of his relatives, whom he dearly loved.

It would seem that he had already done enough for the colonists, but at the age of seventy they sent him as their representative to France, the first one that America had ever sent to that country. He became very popular with the French people. They followed him in the streets, and cheered him as if he had been a great general. He was a general in one sense. While George Washington was leading the American forces on the battlefields of the Revolutionary war, Franklin was leading the people of France to see the importance of helping the colonies in their struggle for independence. France had never forgotten that England had taken from her a vast empire in America; but it was a bold undertaking for France to offer aid to the struggling colonies. Franklin, however, succeeded in

persuading France to recognize the colonies as a free and independent country, and more than that, he persuaded France to send money to help the colonies.

Franklin was now an old man, and when he returned to America, he begged to be relieved from all public duty. His own state, however, needed his services still further, and for three successive terms he was elected governor of Pennsylvania; and when the war of the Revolution was over he was sent as one of the delegates from Pennsylvania to assist in drawing up a constitution for the United States. He is the only man who signed all four of the most famous documents in our history: the Declaration of Independence, the Treaty of Alliance, the Treaty of Peace, and the Constitution under which we now live.

Benjamin Franklin died at the age of eighty-four; but his life work was so woven into the life of our country that his influence and teachings are still with us.

SUGGESTIONS

What qualities in Franklin do you admire?

Why do you think he succeeded so well?

Give the maxims which you like best.

Where was Franklin during the Revolution?

Name some things that Franklin did that were of use to his country.

Difficult words—previously, economy, famous.

SOMETHING TO READ

Franklin's Autobiography.

SOMETHING TO REMEMBER

“Plough deep while sluggards sleep, and you will have corn to sell and to keep.”—FRANKLIN.

THE FIRST DAYS OF THE REVOLUTION

The Fires of Patriotism Were Lighted

We cannot always foresee the outcome of anything by its appearance in the beginning. We would hardly suspect that a giant oak might grow from the tiny acorn which we may hold in our hand. The great men of England surely never thought that the untrained men of America could ever be a match for her trained and well equipped soldiers. The test was soon to come. The people of Boston had grown fearful of an attack from the British soldiers, and had therefore carried their guns and ammunition to Concord, a small town about twenty miles away. The men of the towns and of the country had organized themselves into a band of militia, and called themselves "Minutemen." All through the country, squads



MINUTE MAN

of men might be seen target practicing, or marching to the music of the fife and drum. Every man between the ages of sixteen and seventy years was enrolled as a "minuteman," and was ready to seize his gun on a minute's notice. The British said that the "minutemen" were, "The men who'll run the minute they see the enemy," but the first engagement proved that this statement was untrue, and showed that the homespun clothing of the minutemen covered breasts as brave as those of the British red-coats in their broadcloth and epaulets.

When the British commander, General Gage, learned that the colonists were collecting ammunition and supplies, he sent eight hundred soldiers to destroy the supplies which the colonists had stored at Concord. The brave patriots, who were ever on the lookout, learned what he had planned to do; so they sent swift riders to tell the people of the surrounding country that the British were coming. Paul Revere, one of those riders, left Boston early in the evening; for at a certain hour British guards were stationed and no one was allowed either to enter or to leave Boston. He waited outside the city for a signal, and, when he saw the two lights in the belfry of the old North church, he mounted his horse and sped away. The road to Lexington was a familiar one. He stopped at a house which stood near the road, and struck the door with his whip. "Who's there?" asked the

captain of the minutemen. Quickly came the reply, "Paul Revere; the British march to-night to Lexington and Concord; the committee of safety bids you hold your men in readiness." Before the captain of the minutemen could lower his window,

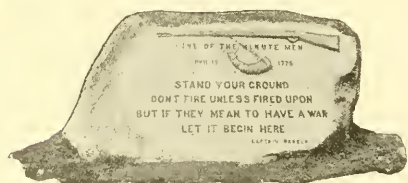


PAUL REVERE'S RIDE

Paul Revere was on his way to tell the news at every farm house that he passed.

Early in the morning, eight hundred of the trained soldiers of the British army marched into Lexington with guns shouldered, bayonets fixed, and with the tramp, tramp of a disciplined army. Before they reached Lexington the British knew

that their plans had already been discovered; for they could hear the ringing of bells and the firing of muskets, which told them that the patriots had learned of their plans. They did not so much fear the minutemen as they feared that the supplies which they had come to destroy had been taken away. They thought that a few dozen patriots would be as nothing compared to their eight hundred trained soldiers. In order that they might



MONUMENT TO MINUTEMEN

feel even more secure, they sent a messenger back to Boston to tell the officer there to send them more soldiers who were to be ready in case they

should be needed. The British commander sent forward six companies to take possession of the bridge across the Concord river.

The captain of the little band of minutemen had said to his men, "Stand your ground; don't fire unless fired upon; but if they mean to have a war, let it begin here." How bravely they followed his order! On and on came the British regulars until within speaking distance. "Disperse, ye rebels!" shouted Pitcairn, the British commander, "Lay down your arms." The patriots, who were facing death, not for their own glory, but because the

spirit of liberty burned in their breasts, could not betray the trust, and they would not lay down their arms. "Fire," shouted Pitcairn. The first volley of the Revolution resounded through the air, and sixteen of the New Englanders fell dead or wounded on the village common.

The British soldiers hurried on to Concord, and destroyed all the supplies that had not been taken away by the colonists. The minutemen kept coming into Concord from the surrounding country until their number had increased to about four hundred. The British regulars di-

vided into several companies, some going to one part of the village, and some to another. The patriots gathered at the old North bridge, which was guarded by two hundred of the regulars. Soon the patriots saw smoke, and believed that their homes, which had already been plundered, were now being burned. Their leaders counseled together for a moment, and then decided to march across the



MONUMENT AND BRIDGE AT
CONCORD

bridge. They were told not to fire unless the British first fired upon them. These sturdy patriots had been taught to do with all their might what their hands found to do, and after two of their comrades had fallen they returned the fire, and put the British to flight. A little before noon the entire British army was on a retreat to Boston. The men were already tired, but the constant fire of the minutemen caused them to travel much faster than they came; for, from behind trees, fences, posts, and rocks, minutemen were continually firing at them. It was a running fight of twenty miles, and if help had not been sent out to meet the British regulars, their entire army would have been captured. The nineteenth day of April, 1775, will always be remembered as the first day of the Revolution. The news of the events of that day spread throughout the world. The results fired the patriotic spirit of the colonists, and men in all of the colonies offered their help. Israel Putnam, a man of great courage and presence of mind, was plowing in his field in Connecticut when the news of these events reached him. Without changing his working clothes, he mounted his horse and in eighteen hours, he rode to Boston, a distance of one hundred miles. Troops came from New Hampshire, from Delaware, and from several of the more remote colonies. Within a few days the colonial army around Boston increased to twenty thousand. It was at once

felt that there was no longer a New Englander, a New Yorker, or a Virginian; but that all colonists must unite for independence.

SUGGESTIONS

Who were the "minutemen"?

Locate Boston, Concord, Lexington.

Tell the story of Israel Putnam.

Difficult words—musket, patriotic, epaulet, belfry.

SOMETHING TO READ

Paul Revere's Ride.—(*Longfellow.*)

SOMETHING TO REMEMBER

The first day of the Revolution was a surprise to the British soldiers. The minutemen forced them to retreat to Boston.

WASHINGTON, COMMANDER-IN-CHIEF

1775 To 1781

The patriots, who had offered their services, loved their country, and were willing to give even their lives that this country might be free; but they needed some one to tell them what to do and how to do it. They realized that enthusiasm alone would not bring them success. There must be some method by which one man must become responsible for the movements of the armies and for the leadership of the soldiers.

On May 10th, 1775, the Second Continental Congress met in Philadelphia. Men were there from the different colonies. Benjamin Franklin, who had just returned from England, was there. It was an important meeting of heroes and patriots. This Congress decided, early in the meeting, that the army which had gathered around Boston, should be called the Continental army, meaning that the army was to be composed of men from all the colonies of the continent.

George Washington was a member of this Congress, and when he heard his name placed in nomination as commander-in-chief of the American army, he arose and left the hall. He remarked to a friend standing outside, "I fear that this day will

mark the beginning of the downfall of my military reputation." He was elected by a unanimous vote. The next day he accepted the office, and in a short address he promised that he would do his best for his country; "But," he added, "I declare, with the utmost sincerity, I do not think myself equal to the command I am honored with." Everyone had confidence in Washington, and knew that he had always succeeded in doing well whatever he had undertaken. He would not accept any pay for his services; he said that he would keep an accurate account of his expenses, and that when the war was over, Congress could pay him, if it so



INDEPENDENCE HALL

desired. Congress sent a final petition to the king of England, but the king refused to receive it.

Washington passed through New York on his way to Cambridge to take command of the Continental army. When he arrived at New York, someone expressed to him a hope that he would be willing to resign his position as commander-in-chief, if England and the colonies could compromise. Washington replied: "Having drawn the sword, I postpone all thought of private life until

American liberty has been established on most firm and solid foundations." He continued his journey to Cambridge, and on July third, accompanied by a large number of officers, he appeared on the Cambridge common, near Harvard college. Under a



WASHINGTON ELM

wide-spreading elm, in the presence of a great crowd of soldiers and citizens, Washington took the oath of office and then drew his sword as commander-in-chief of the Continental army. We can understand why the crowd cheered for joy as he wheeled his horse; for Washington inspired confidence by his manly bearing. He was dressed in a blue broadcloth suit with buff facings, silk stockings, and a three-

cornered hat. Mrs. Adams wrote to a friend saying that these words of Dryden came to her mind as she looked at him on that memorable day:

“Mark his majestic fabric! His a temple
Sacred by birth, and built by hands divine;
His soul’s the Deity that lodges there,
Nor is the pile unworthy of the God.”

Washington made his headquarters at a large house about a half mile west of the college. A good



WASHINGTON'S HEADQUARTERS

many years after this, when the country was at peace and our independence had been well established, there lived in this same house our loved American poet, Henry Wadsworth Longfellow. He, however, did not plan battles and campaigns, but he wrote many tender and soul-stirring lines about the early history of our country. Surely no

other house ever served as a home for two greater men.

Washington at once took charge of the army numbering about fourteen thousand volunteers. His first care was to see that the British did not escape from Boston; and even while he was doing this it was no less a care to organize and discipline his army. For eleven months he kept the British shut up in Boston, but he finally decided to make them either fight or leave the city. It is not known why General Howe, who had succeeded General Gage, did not occupy the Dorchester Heights, which overlooked both the city and the harbor.

Washington saw this opportunity, and while one part of his army was busy cannonading the city from one side, two thousand of his soldiers were busy pulling the heavy guns to the top of Dorchester Heights, and carrying timbers and bales of hay for the fortifications. Early next morning, Howe saw what had been done. He realized that it had taken a large army to build such a fort, and he was at a loss to know what to do. He decided to attack the fort; but a storm arose, so he waited until the next day. By that time the Heights had become so strongly fortified that Howe thought best to leave Boston. He threatened to leave the town in ashes, if the British troops were fired upon, so they were allowed to hurry away in their ships to Halifax. They did not take with them their

heavy arms and ammunition, and when Washington and his Continentals marched into Boston, they found more guns and ammunition than his army had ever seen. Thus by wise generalship, Washington forced the British army to withdraw from New England. Congress had a gold medal made for Washington with these words on it: "Victorious over the enemy for the first time put to flight."

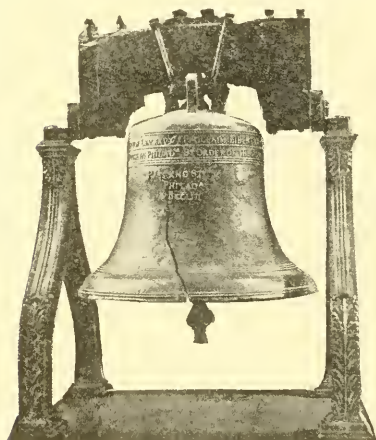


THE MEDAL GIVEN TO WASHINGTON

Although the Continental Congress had been continuously in session since the tenth of May, 1775, it was not until the first day of July, 1776, that the members believed that the colonies should declare themselves independent of the mother country. They debated this question until two o'clock on July fourth. A vote was then taken; and the resolution in favor of independence carried. As soon as it was announced that the Declaration of Independence had been adopted, people everywhere told and retold the glad message. Bonfires

were lighted and bells were rung. In New York they pulled down the leaden statue of George III, and cast it into bullets. Washington ordered the Declaration to be read at the head of each brigade of the army.

England now took steps to push the war against the colonists with increased vigor. She made a

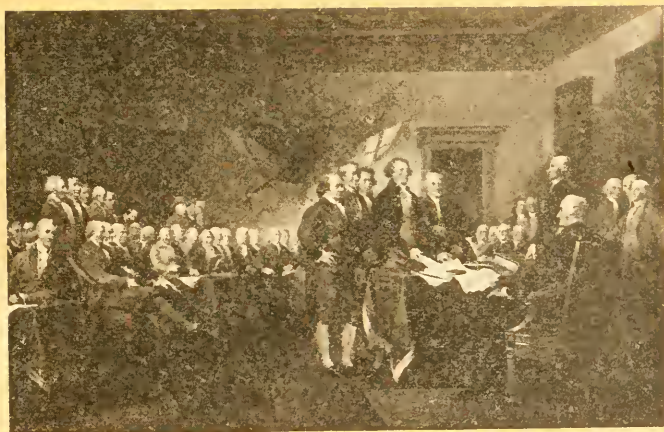


LIBERTY BELL

treaty with Hesse, one of the smaller German states, hiring seventeen thousand Hessians to engage in the war against the colonists. The British were anxious to get possession of New York, for if they could firmly plant their army at that city, they thought that they could separate the New En-

gland from the Southern colonies. Accordingly, General Howe was ordered to leave Halifax and to take his army to New York. He was instructed to make peace with the colonists, if possible. After landing his army, General Howe sent a message to Washington at the American camp, but he did not recognize Washington as a general. He addressed his message, "George Washington, Esq." Wash-

ington returned it unopened. Then he sent another addressed, "George Washington, etc., etc., etc." The bearer of the message said the and-so-forth might mean General of the American Army, but Washington sent the messenger away for he would not receive an insult to his office.



SIGNING THE DECLARATION OF INDEPENDENCE

The British at once began to plan to take an army across to Long Island. General Howe landed a large army and compelled Washington to retreat. Victory followed victory for the British as they followed Washington across New Jersey.

When Washington reached the Delaware river, he gathered up all the boats along the river, and

took them along with his army to the other side. He was now in Pennsylvania, and the British had no way to cross the river. Lord Cornwallis, one of the British generals, had left fifteen hundred Hessian soldiers at Trenton. They were waiting for the Delaware to freeze over, so that they could cross the river, and attack Washington's army.



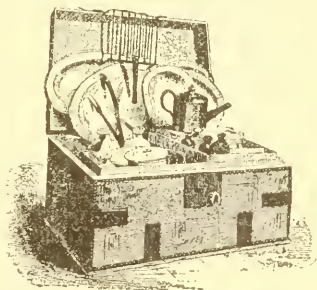
CROSSING THE DELAWARE

Washington did not wait for the river to freeze over, but put a large number of his soldiers in boats, and crossed in a blinding snow storm. The river was full of floating ice, but Washington knew that the Germans would celebrate Christmas and would not be expecting him. It was intensely cold; Washington's men were thinly dressed, and their shoes were ragged, but they were brave and coura-

geous men. They came upon the little town where the Hessians were camped, and almost before they knew it Washington had taken one thousand of the Germans prisoners. The rest escaped to tell Cornwallis of what had happened. This was really the first battle won by the Continental army. It helped to encourage the soldiers, and it gave confidence in what the Americans could do.

Washington never forgot his duty to his fellow man, and, when the commander of the Hessian soldiers lay dying, he went to see him, and sympathized with him as he would have done with a friend. This showed that although Washington was a soldier, yet he loved to do a kind act even to his enemy. He was leading his army in battles, because he knew that there was no other way to secure liberty for the oppressed colonists.

He took his German prisoners across the river into Pennsylvania and a few days later he recrossed the Delaware into New Jersey. While Cornwallis lay asleep in his tent, Washington slipped around him, and captured a part of his army at Princeton. When Cornwallis heard the



WASHINGTON'S CAMP
CHEST

roar of the cannon, he realized that Washington had outgeneraled him. The victories that Washington had gained with his little band during the six weeks following Christmas, are said to be among the most brilliant ever won by a general in any country.

Not everything, however, was successful for Washington, for by the next winter the British had taken possession of Philadelphia, which was then the seat of government. The red-coats, as the British were called, were entertained by the Tories with parties and dinners. The Tories were the people who sympathized with the English, and there were many of them, not only in Philadelphia, but also throughout the colonies.

About twenty miles away in a rocky mountain gorge, Washington was encamped with his army. The place was called Valley Forge. The life of his soldiers was in great contrast with the gay life of the British at Philadelphia. Many of his men were ragged and without shoes. It is really true that their footprints were often stained with blood. Their rude huts were uncomfortable. The roofs were made of logs split into slabs, and the walls were of logs, with the spaces between them filled with clay. Added to these discomforts there was a shortage of food supplies. For days together these brave patriots went without bread and meat.

These were the saddest hours of the Revolution,

but a better time was coming. Burgoyne, one of the British generals, was forced to surrender to the Continental army under General Gates, at Saratoga in New York. Burgoyne was a proud but brave soldier, and when he gave up his sword to General Gates, he said very courteously, "The fortunes of war, General Gates, have made me



SURRENDER OF GENERAL BURGoyNE

your prisoner." General Gates, who was equally brave and polite, replied: "I shall always be glad to testify, General Burgoyne, that it was through no fault of yours that it happened so." When the news of this surrender reached France, Franklin and two other Americans who were

with him, were able to persuade France to lend us money, and to send us soldiers and warships. There was a young man in France, Marquis de Lafayette, who was so much in sympathy with our cause that he left his own country and came to America, and offered his services for the cause of liberty. Washington became warmly attached to the young Frenchman. Lafayette gave himself so completely to the cause of independence that even

after the war was over he used to call himself an American.



MARQUIS DE LAFAYETTE

At the time of the Revolution we had no regular navy, but men who had ships of their own allowed them to be sent to capture English vessels wherever they might be found. This practice was very annoying to the British, for more than five hundred of their ves-

sels were captured in this way. Paul Jones was one of the famous naval heroes in the American service. He was cruising off the northern coast of England, when he met an English vessel, the *Serapis*. Jones had named his vessel the *Bonhomme Richard* (Goodman Richard) in honor

of Franklin, because he so much admired his sayings in "Poor Richard."

One evening he sailed alongside the *Serapis*, and began firing on her. When the contest had lasted about an hour, the *Serapis* hailed the *Richard* and asked if she had "struck her colors." "I have not begun to fight," replied Jones. He lashed the boats together, and the battle became a hand-to-hand contest. Three times both ships were on fire. Finally, at ten o'clock, the *Serapis* surrendered.

We must remember that the war was not carried on at one place and under one commander, but wherever there was a loyal American, there was a soldier. In the north, in the south, on the sea, and on the land, the contest was waging.

The women and children were not enlisted in the army, but whenever they found an opportunity to help, they were always ready and willing to lend a hand.

In the South there was a brave patriot named Marion, who was so successful in stealing marches on the enemy that he was called the "Fox of the Southern Swamp." At one time a British offi-



PAUL JONES

cer came to the camp of General Marion to talk about exchanging prisoners. When they had completed their plans, General Marion invited the British officer to dine with him. The dinner consisted of baked potatoes served on pieces of bark. The young officer inquired if this was his usual fare. He replied, "We think ourselves fortunate in having more potatoes than usual, since we have a visitor to dine with us."



FRANCIS MARION

When the British officer learned that General Marion and his patriotic band were fighting without pay, and that Marion himself had neither blanket nor hat, he returned to Charleston, where the British army then was, and resigned his position in the English army. He

said he would not use his influence to deprive such worthy people of their liberty.

In the meantime Cornwallis had moved his army to Yorktown in Virginia. Washington had been watching the British from New York. He did not want Cornwallis to suspect his plan, so he kept working away at New York until the French fleet reached Yorktown to prevent his making his escape by sea. Then Washington with his own army

and some French soldiers, quickly marched to Yorktown by land.

They were soon on Virginia soil, and Washington rode ahead of his army in order that he might make a little visit at his home at Mount Vernon. He had not been home since he left it six years before to become commander-in-chief of the army. So eager was he to attack Yorktown that he hurried forward after a two-day visit at his home. People everywhere caught his enthusiasm. Bands played as the troops marched through the towns, and people shouted, "Long live Washington! He has gone to catch Cornwallis in his mouse trap."

Yorktown was a small village on a strip of land which separates the York river from the James. Cornwallis began to realize his danger; for he knew that his escape by water had been shut off, and he also knew that his fortifications were no great protection. After Washington arrived near Yorktown, he made an attack on the British forces under Cornwallis. For more than a week both sides kept up the firing night and day. Cornwallis saw that it was useless to try to hold out longer; so he surrendered. When the terms of surrender had been agreed upon, the French soldiers formed a line on one side and the American troops on the other. The British army marched between. The news, "Cornwallis has surrendered! Cornwallis has surrendered!" passed from one to another

throughout the country. On learning the glad news, Congress retired to a church to give thanks to God.

The surrender took place on October 19, 1781,



SURRENDER OF CORNWALLIS

but it was two years before the treaty of peace was completed. When Washington was fully convinced that there would be no more fighting, he asked his officers to meet him in New York city. When they had assembled, he thanked them for

their ready help and their courage during the seven years of struggle; then with his hand trembling from emotion, he raised to his lips a glass of clear water, and drank to their health with the following words: "With a heart full of love and gratitude I now take leave of you, and most de-



WASHINGTON AND HIS GENERALS

voutly wish your later days may be as prosperous and happy as your former ones have been glorious and honorable." He asked each of them to come and take him by the hand. The brave soldiers, who had suffered with him at Valley Forge and who were with him at Yorktown, came with tear-stained faces and said good-bye to their leader.

Washington went to Philadelphia, and gave to the proper officers a report of the money he had spent during the war. He had kept this record carefully, just as he had learned to do all of his work when he was a little boy. His account showed that he had used seventy-four thousand four hundred eighty-five dollars of his own money. He then went to Annapolis, where Congress was in session, and after making an eloquent address he resigned his office as commander-in-chief of the Continental army. As a private citizen, he retired to his home at Mount Vernon, having served his country for seven years.



MOUNT VERNON

SUGGESTIONS

Why was the American army called the Continental army?

Write your own story of George Washington.

Why do you think he was a great man?

What trait of his character do you admire?

Difficult words—enthusiasm, reputation, unanimous, brigade, accurate, postpone, volunteer, cannonade.

SOMETHING TO READ

Building the Nation.—(*Coffin.*)

SOMETHING TO REMEMBER

Washington was a man of deeds. He loved his country. He endured privations with his soldiers, and did all that he could to relieve them. Declaration of Independence was adopted July 4, 1776.



MAP AT CLOSE OF REVOLUTION

SISTERHOOD OF STATES

HOW OUR GOVERNMENT WAS FORMED

They Buildded Better Than They Knew

Ever since this country was discovered by Columbus, the nations of the world had been watching its development. At first they vied with each other to get possession of territory ; but now, at the close of the Revolution, they were eager to know how it was to be governed. Some said that America would have a throne, and that a son of the king of England would be asked to sit on it, and to rule the people. Others said that France had done so much to help the people win their independence that the crown would be given to some one from France. Still others thought that the colonies would be divided into three distinct countries, and that each part would be governed separately. It was also hinted that Washington might be chosen king to rule over all the colonies, but he promptly put an end to any such plan ; for he firmly believed that the people should govern themselves.

During the war of the Revolution the people of the colonies had adopted an agreement which they called the Articles of Confederation. This agreement kept the colonies together during the war,

but it was found to have many weak points, and was not suited for a permanent government. For example, there was no way provided by which Congress could raise money to pay the soldiers. This was a serious fault; nevertheless, the noble patriots who had risked their lives in order that the colonies might be free from the exacting rule of England, accepted the promise of Congress, and returned to their homes to take up the life of liberty-loving citizens. The Articles of Confederation had provided no way to pay the debt which the war had caused. No other country would lend us money, because there was no well founded government. It is not strange that other countries wondered what the outcome might be. There was, therefore, among the leading men of the colonies, the greatest concern about the government.

Six years after the surrender at Yorktown, the people decided to have a meeting of delegates from each of the colonies to revise the Articles of Confederation. In the month of May, fifty-five men from the various colonies gathered at Philadelphia. Men on horseback met Washington outside the city, and escorted him to the place of the meeting. Benjamin Franklin, who was then eighty-one years of age, was the oldest member of the delegates. This was a most important gathering of men of influence. Washington was chosen

president of the convention. Everybody had confidence in him for what he had already done.

At first it was thought best to revise the Articles of Confederation; but Washington thought that the faults were too serious to be overcome in this way. His idea of having a stronger government prevailed, so they decided to write out a new agreement which they called the Constitution of the United States. To do this would not seem difficult; but when we remember that such a form of government as they were planning had never before been tried, we can realize that these delegates had before them a difficult task. They met every day for four months, and sometimes their debates were exciting. What they were saying and what they were doing, was kept a secret. The delegates allowed no one to be present at the meetings but themselves; and nothing of what they did or said was printed in the newspapers.

When they had finished their work, they voted that Washington should keep the record of their debates and speeches until Congress should decide what to do with them. This showed the great confidence that they had in him. He had been true to every trust that had been given him, and now these valuable papers were left with him for safe-keeping. The last act of the convention was the signing of the new Constitution. All of the members present, except three, signed their names.

After Franklin had written his name, he stood nearby while the last members were signing, and, looking toward the president's chair, back of which the picture of a rising sun had been painted, he said, "Painters have often found it difficult to tell a rising sun from a setting sun. I have often and often, in the course of the session, looked at that sun behind the president, without being able to tell whether it was rising or setting; I now have the happiness to know it is a rising and not a setting sun." When the members of the convention had completed their work, they adjourned, and after dining together, they returned to their homes to use their influence to have the Constitution adopted by the various states.

SUGGESTIONS

Why did the people not want a king?

What were the "Articles of Confederation"?

How did the people show their confidence in Washington?

Difficult words—view, constitution, escort, revise, adjourn.

SOMETHING TO READ

Story of the Great Republic.—(*Guerber.*)

SOMETHING TO REMEMBER

Our Constitution was written by representatives of the people.

THE CONSTITUTION ADOPTED

They Laid the Foundation for Our Happiness

As soon as the delegates had signed the Constitution which they had written, they sent a copy of it to the Continental Congress. It was also published in the newspapers, and people everywhere were talking about it. Some thought that it should be sent to the state legislatures with the request that they call a special convention to act upon it. After much discussion Congress finally agreed to send a copy to each state legislature with a request that they adopt it or reject it.

As the people studied the Constitution more carefully, they were compelled to admit that it had many good features. They learned that it provided for the three things which are necessary to good government. It said that the people should select from the several states men who were to make such laws as the people wanted. This body of men was called Congress. Then the people were to have an executive officer who was to see that the laws were enforced, or executed. This officer was called the President of the United States. Then they were also to have a body of men appointed by the president who were to decide about the laws and the rights of the people. This body of men formed

the supreme court and inferior courts. Now it would seem that no one would have opposed so simple a form of government. It was to have just three parts—a law making, a law enforcing, and a law deciding.

The law making body was to have two divisions; the senate and the house of representatives. In order to satisfy the people of the smaller states, it was decided to give each state two senators. Then the larger states were satisfied by allowing them to have a greater number of members in the house of representatives. The number of these representatives was to be decided upon according to the population of each state.

The chief executive, or president of the United States, was to be elected for a period of four years. He was to be commander-in-chief of the army and navy of the United States. He could name the men whom he wanted for his counselors, or cabinet officers, but his choice must be approved by the senate. He was also to have power to make treaties with foreign nations, but here again the senate must approve what he did in order to make it legal. Every need of the government was carefully and thoughtfully worked out in the Constitution, and yet the control of everything was left to the people. The greatest freedom possible was thus given to the people, and for this principle they had been struggling.

It was necessary that as many as nine of the thirteen states must accept the Constitution before it would be binding on any of them. The little state of Delaware was the first to accept it; but it was almost a year before enough states had accepted the Constitution to put it into effect. The first Wednesday of January, 1789, was named as the time for the election of president. George Washington was the choice of the people, and became the first president of the United States. John Adams was elected vice-president. The new government was at last to be tried. There were no longer thirteen separate colonies, but there was a strong sisterhood of states to which new states could be added. New states have kept asking admission to this sisterhood until now the states number forty-eight. More than a century has passed since the beginning, and we are still proud of the work of our forefathers; the government which they founded, we will maintain.

SUGGESTIONS

Name the three divisions of our government.

Tell the story of how the thirteen colonies formed what we now call the United States.

Difficult words—executive, cabinet, maintain.

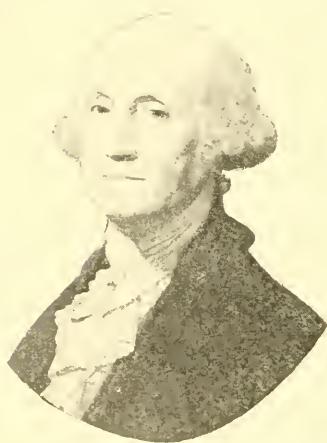
SOMETHING TO REMEMBER

The Constitution of the United States provides for a law-making, a law-enforcing, and a law-deciding department of our government.

GEORGE WASHINGTON, OUR FIRST PRESIDENT

"First in War, First in Peace, First in the Hearts of His Countrymen"

Guns and bells have played an important part in the history of our country. Bells were rung and guns were fired when it was announced that we



GEORGE WASHINGTON

had declared ourselves independent of England. The deep-toned bells and the boom, boom of many cannons expressed the joy of the people when that declaration became a reality. The battery guns in New York on March the third, 1789, fired the farewell salute to the old government under the Articles of Confederation. On the following morning the

church bells and the same guns announced the beginning of the new government under the Constitution.

The old Congress had now ceased to exist, and there was little on that day to show that the government under the new Constitution was about to

begin. There were only eight senators in the city out of the twenty-two who had been elected, and only thirteen representatives out of the fifty-nine. It was a long and tedious journey for the members of Congress to come from their homes to New York which was now the seat of government. Some came on horseback, and others by stage; but none of them came on electric or steam cars, for they had not then learned to travel in the modern way. Things were done more slowly than now, but what they did was well done; for the foundation which they laid for our government has stood the test of more than a hundred years.

As Washington went to the seat of government, people everywhere tried to show him how much they loved him. His friends and neighbors gave him an affectionate farewell. The old and the young, women and children, gathered along the way to give him greeting; for his approach was heralded by ringing of bells and roaring of cannon. At Baltimore he was escorted through the city with a guard of honor. The governor of Pennsylvania met him at the state line with a military escort. A beautiful white horse was led out for Washington to mount, and a large procession of cavalry went before him to Philadelphia. Passing under triumphal arches of laurel, he entered the city of Brotherly Love amid shouts and cheers.

His reception at Trenton was, perhaps, the most affecting; the memory of other days moved the tender-hearted hero. Washington declared that the impression of it on his heart could never be effaced. Here is the place where, twelve years before, he had crossed the Delaware river filled with

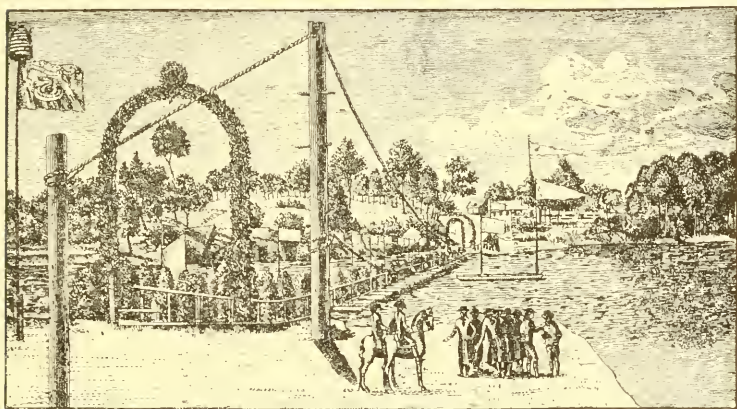


WASHINGTON
ON A WHITE HORSE

floating ice. Here he had watched the camp-fires of Cornwallis in front of him, and had resolved to strike the blow which shattered the dream of British victory. All this was now changed. The ladies of Trenton had caused a triumphal arch to be placed on the bridge. It was wreathed in evergreens and laurels, and wound about with

the green was this motto: "The defender of the mothers will be the protector of the daughters." The ladies of the city gathered at the bridge, and, as Washington passed under the arch, girls dressed in white scattered flowers at his feet, and sang a song which had been written for the occasion.

His entire journey was a continued ovation, but Washington was not exultant about it. He fully realized that the people would expect much of him, and he already understood how difficult it would be to begin the new government aright. He sent a letter to the governor of New York, saying that a quiet entry into the city would be most agreeable



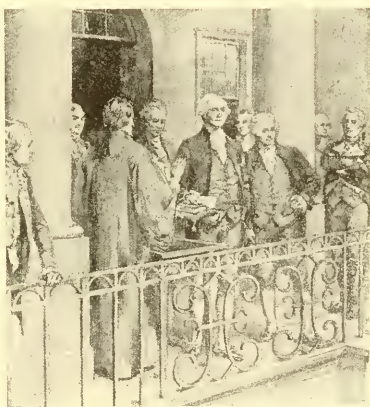
TRIUMPHAL ARCH

to him; but the people of New York were enthusiastic, and wanted to show how much they appreciated him. Committees from both houses of Congress waited at Elizabeth Point to receive him. Washington went on board a boat built for the occasion. It was manned with thirteen pilots dressed in white uniforms. As it went through the strait between New Jersey and Staten island, other boats

joined it, and they passed up the broad bay to New York. It was a grand array of boats! The ships at anchor in the harbor fired salutes as Washington's boat passed. On board two of the ships, were men and women who sang appropriate songs as his boat approached. One vessel, the *Galveston*, a Spanish man-of-war, made no sign of welcome until Washington's boat was nearly abreast, when suddenly it burst into a full array of flags, and greeted him with a salute of thirteen guns. At the landing were crowds of people, and among them were many of his fellow-soldiers of the Revolution.

His inauguration was delayed because they could not decide by what title he should be addressed. It was a great pleasure to Washington when it was announced that the title would be simply, "The President of the United States." The good judgment shown at that time has been recognized ever since. On the thirtieth of April, 1789, religious services were held in all the churches of New York at nine o'clock in the morning, and at twelve o'clock troops paraded before Washington's door, and soon afterwards all filed to the City Hall. Dressed in a suit of dark brown cloth of American manufacture, Washington appeared on the balcony amid the shouts of the multitude which had gathered. In the center of the balcony was a table on which lay a handsomely bound Bible resting on a crimson velvet cushion. As Chancellor Living-

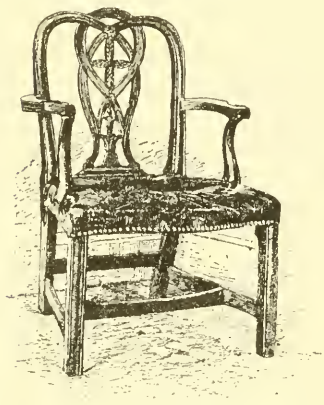
ston of New York administered the oath, Washington laid his hand on the open Bible and reverently stooped and kissed it. The chancellor then stepped forward, and waiving his hand, shouted: "Long live George Washington, President of the United States." The flag was run up, and the battery guns rang out the first salute. A French minister who saw and heard the demonstrations, said: "No sovereign ever reigned more completely in the hearts of his subjects than Washington did in the hearts of his fellow-citizens. Nature, which had given him the talent to govern, distinguished him from all others by his appearance. He had at once the soul, the look, and the figure of a hero. He never appeared embarrassed at homage rendered him; and in manners he had the advantage of joining dignity to great simplicity."



INAUGURATION OF
WASHINGTON

His address to Congress was brief, and he tried to tell them that everything which they did was important. A short time after his inauguration,

he wrote, "I walk on untrodden ground." He realized that he had nothing of the past to guide his course, and that what he did would be an example for others to follow. It was a trying time. Questions of seemingly little importance loomed up until they sometimes seemed to outweigh the



WASHINGTON'S CHAIR

important ones. Should the president mingle freely with the people, or hold himself aloof? Should there be pomp and style, after the fashion of the European courts, or should there be simplicity? He wisely adopted the plan of neither extreme. He gathered about him in his cabinet men who were able to advise him.

Their ideas sometimes differed greatly, but Washington had the good judgment to weigh and consider everything, and then decide for himself.

For two successive terms he served the people as their president. He saw our nation grow and develop. He saw the great war debt lessened, and our credit established at home and in foreign countries. He had served his country for forty-five years, and he longed for the rest and quiet of

home. Two years after his retirement, the nation's hero passed away, on December 14, 1799. Two days before his death, he had gone to a distant part of his estate. A cold December rain came on, and before he reached home he was thoroughly chilled. The next day he was seriously ill from a disease of



WASHINGTON AND LAFAYETTE

the throat, which had caused him much annoyance. The following day he passed into that peaceful slumber from which neither the call of his countrymen nor the thunder of the cannon could arouse him. There was mourning, not in the United States alone, but throughout the countries of the world; for the name and the fame of Washington was world-wide.

SUGGESTIONS

On what occasions in our country have bells been rung and cannons fired?

Why were there thirteen pilots to man the boat which received Washington at Elizabeth Point?

Tell the story of Washington's inauguration.

What did Washington mean when he said, "I walk on untrodden ground"?

Difficult words—heralded, approach, efface, wreathed, defender, protector, inaugurate, homage.

SOMETHING TO READ

George Washington.—(*Scudder.*)

SOMETHING TO REMEMBER

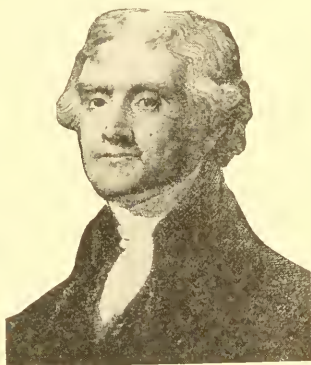
Washington became the first president in 1789.

EXPANSION

THOMAS JEFFERSON

The Author of the Declaration of Independence

Thomas Jefferson was eleven years younger than Washington. Although he was born in the same state as our military hero, he was not influenced by the spirit of war, but by the spirit of peace. He was reared on a large Virginia plantation. His father was careful to see that he was supplied with good books, that he learned to ride on horse back and to manage a boat on the river. He was early taught to write a good, legible hand, and to be accurate in his work in arithmetic. His father used to read to him from the dramas of Shakespeare, the letters of Addison, and the poems of Pope. When Thomas was fourteen years old, his father died, but his training was not neglected by his mother. It is believed that he received from her his taste for writing, and his dis-



THOMAS JEFFERSON

like for strife. When he was seventeen years of age, he entered William and Mary college. Here he had the opportunity to continue his study of music and of language, for he was fond of both. As soon as he completed his college work, he began the study of law; this he pursued as faithfully as he had done his work at college. After he was admitted to the practice of law, he soon won a place among the leading lawyers of his time.

Jefferson was not an orator, but his ability as a writer and a deep thinker has always been recognized. We will always remember him as the one who wrote the Declaration of Independence. He did his work on it so well that scarcely a word was changed when it was accepted by the committee, and adopted by Congress. He stated so plainly why the colonies asked for freedom from British rule that the world recognized this as one of the ablest documents ever written. It is not strange that we honor the name of Jefferson. The year after the treaty of peace was signed, he was sent as our minister, or representative, to the republic of France. He remained five years in France; he was not therefore in our country at the time when our Constitution was written. During those years there were exciting times in France; for a great revolution was threatening that country, and Jefferson became more enthusiastic than ever that the

best government was one by the people, for the good of all the people.

When Washington was elected president of the United States, he wanted Jefferson to become his secretary of state. To be asked to help at the beginning of the new government was an honor; for Washington wanted the ablest men in our country to help him. Jefferson would have preferred to remain at his home, which he called Monticello, meaning little mountain. He finally yielded, however, to the wishes of Washington and accepted the position offered. He remained a member of Washington's cabinet for five years. At last, tired of party disputes and wranglings, he retired to his home at Monticello. Washington and Jefferson were kindred spirits in the enjoyment of country life. While Jefferson was in France, he sent many seeds and plants to be tried in America's fertile soil.



JOHN ADAMS

When Washington retired from public life, John Adams was elected president, and Thomas Jeffer-

son vice-president. Four years later, Jefferson himself was elected president of the United States. He believed in simple manners of life, for he had seen much of the pomp of court life while he was in France, and he did not think that it was consistent in a country governed by the people. When he was inaugurated president of the United States, he did away with all parade. He introduced leather laces for shoes instead of the buckles which had been so long in use. It was through him that the present system of dollars and cents in our money system was established. He was also the founder of the University of Virginia. Perhaps the most far-reaching event of his work as president of the United States was the purchase from France of the vast tract of territory called Louisiana. Jefferson served his country for two successive terms. On the fourth day of July, 1826, while bells were ringing and cannons were booming in celebration of the fifty-first anniversary of the nation's birth, the life work of both Thomas Jefferson and John Adams was ended.

SUGGESTIONS

What great men lived at the time of Jefferson?

Compare the boyhood of Washington with that of Jefferson.

How long did Jefferson serve his country?

Difficult words—legible, approve, conventional, succession, consistent.

SOMETHING TO READ

America's Story for American Children.—(*Pratt.*)

SOMETHING TO REMEMBER

Thomas Jefferson wrote the Declaration of Independence.

THE PURCHASE OF LOUISIANA

*A Territory Seven Times as Great as That of Great Britain
and Ireland*

The purchase of the vast territory west of the Mississippi river called Louisiana, was of more importance than anyone at that time realized. Perhaps the men who arranged for this purchase understood its importance better than any one else; but even they could not foresee that in future years millions of people would there make happy homes. Up to this time the western boundary of the United States had been the Mississippi river. We did

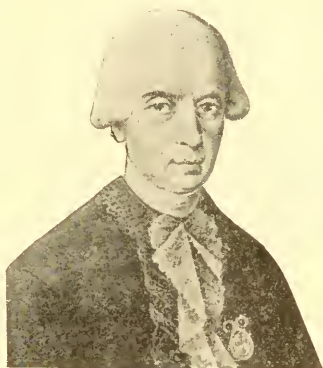


D'IBERVILLE
First French Governor

not own even the western bank of this great river, nor did we control its entrance into the Gulf of Mexico. The mouth of the Mississippi and all of the territory lying to the west belonged to Spain; for at the close of the war between France and England, France lost Canada and her territory east of the Mississippi, and retained only New Orleans

and that unexplored region west of the Mississippi which was called Louisiana. France had grown tired of trying to have colonies in America; so she decided to transfer all of Louisiana to Spain. Louis XV, who signed the treaty for France in 1763, hoped by this means to win the good-will of Spain. The treaty, however, was kept a secret, and it was more than five years before Spain began to send governors to Louisiana.

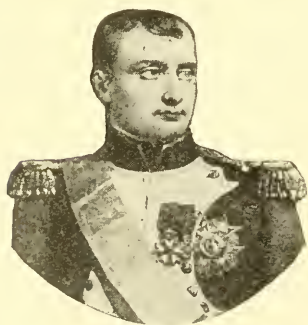
France had always regretted that she had given up Louisiana. She tried, again and again, to buy it back from Spain; but she was unsuccessful. When Napoleon Bonaparte became first consul, or ruler of France, he strove for



DON DE ULLOA
First Spanish Governor

three years to get possession of Louisiana. Finally, in 1800, a definite agreement was reached. In exchange for the Louisiana territory, France gave to Spain a kingdom of at least a million people. This kingdom was situated north of Italy. The treaty thus made was kept a secret, because Napoleon did not want England to know that the territory had been transferred to France. But it was not long until both England and the United States learned

that Louisiana had again come under the control of France. Napoleon was ambitious to build up a great French settlement in America. England was determined to defeat him in this plan. She at once sent a fleet of twenty vessels to the Gulf of Mexico. This troubled Napoleon Bonaparte; for he realized



NAPOLÉON BONAPARTE

how helpless he was to defend Louisiana against the invasion of England.

Our president, Thomas Jefferson, had already sent Robert Livingston to try to arrange for the purchase of the island on which stands the city of New Orleans, and also to make arrangements for the free naviga-

tion of the Mississippi river. At that time we had no hope of getting possession of the territory west of the Mississippi, but we realized how important it was to have an outlet to the Gulf of Mexico through this great river.

Livingston worked untiringly; he tried to show Napoleon how useless it was for him to attempt to plant colonies in America. After a few months, James Monroe was sent to Paris to assist Livingston. The work that Livingston had done was beginning to bear fruit. Even before the arrival of Monroe, Napoleon had said, "It is not only New

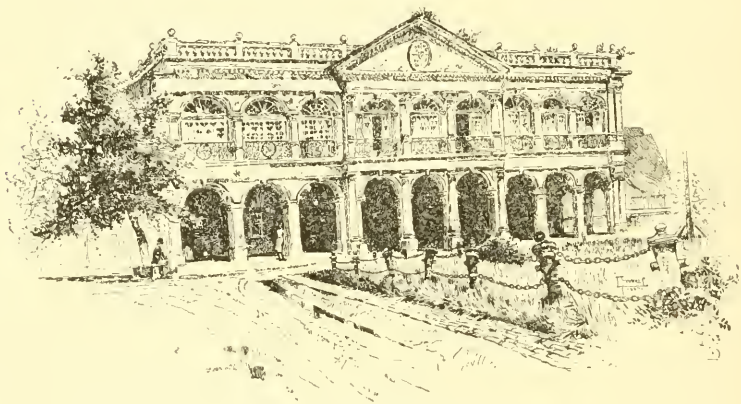
Orleans I will cede; it is the whole colony, without any reservation.” This was a great surprise to both Livingston and Monroe. At first the purchase was thought to be too great an undertaking for our young republic. It was finally decided, however, that the United States should pay France fifteen million dollars for the territory called Louisiana.

The exact boundaries of this vast tract of land were not known. The difference of a few thousand square miles was not then thought to be of much importance. Our agents were well assured that the eastern boundary was the Mississippi river, from its source to its mouth; but its source was not then known. On the north it was bounded by the territory belonging to Great Britain. The southern and western boundaries were vague and uncertain, and here were the beginnings of future troubles.

It was understood that the treaty did not include the territory west of the Rocky Mountains, the northern part of which, sixteen years later, became our territory at the time that we purchased Florida from Spain. But it included the land now occupied in part by the states of Louisiana, Arkansas, Oklahoma, Missouri, Kansas, Colorado, Iowa, Nebraska, Wyoming, Minnesota, North Dakota, South Dakota, and Montana. It is stated that the area of this territory is more than seven times that of Great Britain and Ireland, or more than four times

that of the German empire. It is larger than Great Britain, Germany, France, Spain, Portugal, and Italy combined.

On April 30, 1803, as soon as the treaty was signed, the three ministers, Livingston and Monroe of the United States, and Marbois of France, arose and shook hands. Mr. Livingston, voicing the



THE CABILDO IN 1792

kindly feeling that existed among them, said: "We have lived long, but this is the noblest work of our lives. The treaty which we have just signed has not been obtained by art, or dictated by force. Equally advantageous to the two contracting parties, it will change vast solitudes into flourishing districts. From this day the United States takes its place among the powers of the first rank; and

the English lose all exclusive influence in the affairs of America."

As Napoleon laid down his pen, after having signed the treaty, he is reported to have said: "This accession of territory strengthens forever the power of the United States; and I have just given to England a maritime rival that will sooner or later humble her pride."

While the plans for this treaty were being considered, the people of the territory of Louisiana were still living under the Spanish flag and under a Spanish governor. It was not until November 30, 1803, that Louisiana was formally given by Spain to France. The ceremony took place at the old Cabildo, or council hall in New Orleans. The Spanish banner was lowered, and the tricolor of the French was placed on the tall flagstaff.



THE CABILDO IN 1914

The excitement about this transfer had scarcely subsided when a vessel arrived from Bordeaux, France, bringing the news that Louisiana had been bought by the United States. In thirty days from the time that the French had taken possession, there was another ceremony. The representatives

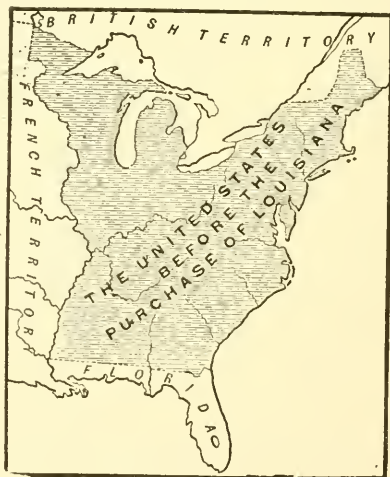
of Napoleon stood on the central balcony of the Cabildo awaiting the arrival of the representatives



WM. C. C. CLAIBORNE

of the United States. These soon came, led by Wilkinson, commander-in-chief of the army, and Claiborne, governor of Mississippi territory. It was then high noon, and after the representatives were seated the French minister arose, and explained the purpose of the gathering. Secretaries then read the treaty in

both French and English. Claiborne read his authority from President Jefferson to receive the province. The French minister then gave to Claiborne the keys of the city, saying, so that all might hear: "I proclaim that all citizens and inhabitants of Louisiana are from this mo-



ment relieved from their oath of fidelity to the French republic.” He then invited Claiborne to take the central seat, and he himself took a seat by his side. Governor Claiborne assured the people that the United States would receive them as brethren, and that their property, rights, and religion would be protected.

During all the ceremony, the great flag of France had been floating at the top of the flagstaff. Slowly now it descended. A French officer received it in his arms, and, wrapping it around his body, he walked to the French quarters. Then they floated to the breeze the “Stars and Stripes”, and the Louisiana territory became a part of our United States.

SUGGESTIONS

Trace on your map the territory of Louisiana.

Why was its purchase important?

Difficult words—cede, advantageous, maritime, transfer, reservations, contracting, solitude, accession.

SOMETHING TO READ

Children's Stories of American Progress.—(*Wright.*)

SOMETHING TO REMEMBER

The United States paid France fifteen million dollars for the Louisiana territory.



LEWIS AND CLARK EXPLORE THE NEW TERRITORY

They Opened the Way for Traders and Settlers

The great northwest had always been interesting to Thomas Jefferson, who was president of the United States at the time of the purchase of Louisiana. Years before this, when he was our minister to France, he had met a man by the name of John Ledyard, who was trying to organize a fur trading company in order that the valuable furs of this section might be sent to the United States rather than to England. Jefferson proposed to Ledyard that he go to Kamchatka, cross the Pacific ocean in a Russian vessel, and then explore the interior. Ledyard agreed to do this, if Jefferson would secure permission from the Russian empress. This Jefferson did; but just as Ledyard was about to start from Kamchatka, near which place he had passed the winter, he was stopped by officers, and was told that the Russian empress had changed her mind, and that she would not allow him to go. Thus the first effort to learn something of the great west was suddenly at an end.

When the purchase of Louisiana had been completed, President Jefferson sent an account of the country to Congress. It was impossible then to get



YELLOWSTONE FALLS

accurate descriptions of this unknown country; but we now know that it would have been hard to exaggerate the grandeur of the natural scenery, or the great wealth which lay hidden in the mines, or the productiveness of the soil of this country. He told Congress that the great prairies were covered with immense herds of buffaloes, and that there were bluffs carved by the hand of nature resembling great towers. Congress became so interested in the new territory that it was decided to send an exploring party to trace the Missouri river to its source, to cross the Rocky Mountains, or Stony Mountains, as they were sometimes called, and then to reach the sea by the rivers.



MERIWETHER LEWIS

They hoped by this means to locate the great waterways, which, in opening up a new country, were then even more important than now.

This expedition was led by two officers named Meriwether Lewis and William Clark. These young men were of good Virginia families, and

were familiar with frontier life. They were given careful instructions about what they should do. First, they were told to keep a careful record of all that they did, and all that they saw. In order to safeguard their records, they were instructed to keep two copies; one of these was to be on birch bark, because it would not be so easily destroyed as



WILLIAM CLARK

paper. They were to make a careful study of the Indian tribes so that it might be easier to establish trade with them. They were also to report about the soil, climate, minerals, plant life, mountains, rivers, lakes, and strange animals that roamed in the forests. On May 14, 1804, Lewis and Clark with a small band of soldiers and Kentucky volunteers, set out from St. Louis, which was then a

small village. They had three small boats which were heavily loaded with supplies and presents for the Indians. One of the boats was forty-five feet long and had a deck over a part of it. The others were open row boats. This party was able to go from ten to twenty miles a day against the turbid waters of the Missouri river. At first they could

see the scattered houses of French settlers and traders, but as they advanced they saw fewer and fewer signs of settlement.

By the 21st of October, they had reached the villages of the Mandan Indians, which were near what is now the city of Bismark, North Dakota. Everything told them that winter was fast approaching. The last swans had gone south, and the frost hung heavily on the trees until midday. The Indians were friendly, and helped them build their log houses for the winter. There was plenty of game, and the explorers settled down to a quiet winter.



MONTICELLO

They made short excursions on the frozen river, and traveled through the nearby forests; but their greatest entertainment was sitting around the fires, and listening to the strange stories which the red men told of hunting and fishing, and of the brave deeds of their warriors.

When spring came, the party divided, one part returning down the river in the long boat. They put in it specimens of stuffed animals, Indian curios, plants, seeds, salt, minerals, and various kinds of soil. For many years these specimens

were kept at Jefferson's home at Monticello. The other part continued their course up the Missouri river. They went through North Dakota into Montana. Their journey became difficult, and after they had gone for sometime, they could hear the distant roar of the Great Falls. They were delighted at the beauty of the scenery, and wrote a glowing description of it. It was not an easy task to get the boats and supplies around the falls. Everything had to be carried eighteen miles on rude wagons, the wheels of which they made out of sections of the trunks of cottonwood trees. They soon came to a rocky gorge, which they named "The Gate of the Rocky Mountains." Passing through this gateway, they came to the head waters of the Missouri. They had been able to accomplish two things: they had made friends with the Indians, and had found the source of the Missouri river. This mighty river was now nothing more than a brook over which they could easily step.

In a short time they crossed the mountains and came to another stream. They followed this stream for three days, and found that it flowed into a larger one, which proved to be the Columbia river. They spent many weeks in finding the mouth of this river. One morning the fog was so dense that they could see only the outlines of the hills and mountains; but suddenly the fog lifted, and before them lay the waters of the Pacific. It was now

November, 1805, and their long journey of over four thousand miles was ended. It was too near the winter season to think of an immediate return; so they planned to spend the winter on the Pacific coast, under quite different circumstances, however, from those under which people now go to spend the winter on the coast.

They prepared their camp, and, as they did the previous winter, they spent their time in becoming acquainted with conditions of the new country, and in trading with the Indians. The winter was mild, and in March they began their return journey. After an absence of a little more than two years they returned to St. Louis in safety, and were received with much enthusiasm. The news of their successful journey spread throughout the country. The report which they gave of the newly acquired territory helped people to understand how valuable it might become. The way was now open for the fur traders and trappers, who were the forerunners of that great army of settlers who have changed the vast plains to farms and gardens, and have taken from the bosom of the earth wealth untold.

SUGGESTIONS

Trace on your map of the United States the route taken by Lewis and Clark to reach the Pacific Ocean.

Where is Kamchatka?

Difficult words—latitude, grandeur, excursion, forerunner.

SOMETHING TO REMEMBER

Lewis and Clark opened the way to the great northwest.

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THE BEGINNING OF THE SECOND WAR WITH ENGLAND

The Real War for Independence

After England promised to recognize our country as a separate nation, there was continual trouble for almost thirty years between the mother country and the new republic. The wise words of our philosopher, Benjamin Franklin, seemed almost prophetic. Seven years after the treaty of peace had been signed, he said that the war which had closed with the surrender of Cornwallis was only the war of revolution, and that the war for independence was yet to come.

It is true that England had said that we were independent of her control; but in many respects she treated us as though we were still one of her colonies. It was a critical time for us as we had not yet learned to manufacture our own cotton and woolen goods as well as many other products. It had been our custom to send to England for manufactured goods, and she was determined to keep us dependent upon her as long as possible. The fact that England was at war with France, was unfortunate for us; for it placed our ships at sea in danger of being searched and seized. England said that we could not trade with her enemy, France,

nor with any territory belonging to France. Wherever England found one of our ships, she would stop it. She claimed the right to find out what it carried, and whither it was bound. If she believed that we were in any way violating her orders, she would take the vessel for her own. England did not even stop with thus damaging our trade, or commerce, but she also claimed the right to question our seamen. If she found any of them that were Englishmen, she compelled them to go on board English vessels. She claimed that an Englishman could not become an American. "Once an Englishman, always an Englishman," was her claim, but we insisted that such a claim was unjust. The searching and seizing of our vessels wrought great hardship to our commerce, for we were not certain that the men who manned our vessels would be allowed to take them to their landing.

We had hoped to avoid trouble with France, for we well remembered how that country had helped us to free ourselves from England. Napoleon was now the ruler of France, and when he learned what England had done, he would not allow our vessels to trade with England. He immediately issued decrees that vessels should not enter or leave British ports, and that vessels that allowed British officers to search them should forfeit themselves to France.

It was a choice between surrendering our vessels to England or to France. England had more ves-

sels on the high seas, and it is probable that she secured the greater number of our vessels. The only way to insure safety to our commerce was to keep our vessels in our own harbors. Our peace-loving president, Thomas Jefferson, thought that it would be best to keep our vessels at home. Congress then issued what has been called "The Embargo Act." This act prohibited our vessels from leaving our harbors. The plan was to injure the commerce of Great Britain and of France. But it ruined our own commerce instead, for we could not send away the rich products of our fields and forests. Soon there was much complaining about what had been done. Many people said that the word "embargo" should be spelled backwards, and that it really was an "O Grab Me Act." When James Madison became president, Congress did away with the old law, and made a new one which allowed our vessels to go to any country except Great Britain. It was not long until Great Britain and France were each willing to allow our vessels to trade with the other country. We were much encouraged at this, and thought that our troubles were at an end, but, in a short time, England was again unwilling that we should trade with France.

We considered this an insult to our independence. We believed that we had a right to trade wherever we pleased, and that the sailors on our vessels ought not to be molested. We believed in

the motto, "Free Trade and Sailors' Rights." It was somewhat difficult to decide whether we ought to declare war against England or against France. It would be impossible to oppose both of them with a hope of success. It soon became clear that England was the greater offender; for she had continued to hold military posts on our frontier. These she had refused to give up, and she was constantly stirring up trouble between our pioneer settlers and the Indians. The trouble on land, however, was not the principal trouble; for if war must come, it was to be a sailors' war. And this would decide whether or not our seamen could sail the high seas without being questioned by British officers. It would also decide whether our ships would be safe from the attack of the British.

One night Commodore Rodgers, commanding the American frigate, *President*, was cruising near the coast of Sandy Hook. He noticed a strange craft, and hailed it. Instead of a polite answer, such as he had a right to expect, he received a cannon ball in the mainmast of his vessel. Rodgers returned the fire, and in a short time the guns of the enemy were silenced. Rodgers and his men waited anxiously for the morning. The first red rays of the morning revealed the fact that the unknown vessel was the British *Little Belt*. Each vessel turned homeward. The event caused great excitement in both countries. It was a year until war

was formally declared, but it was a year of anxious preparation. Four new states had already been made a part of the United States, and now Louisiana, the fifth state, was admitted. Thus eighteen states and a vast unorganized territory took up arms against the country from whom the thirteen colonies had declared their independence about thirty years before.

SUGGESTIONS

Why was this called the "Sailors' war"?

What did England mean by the expression, "Once an Englishman always an Englishman"?

Difficult words—recognize, violate, wrought, decree, embargo, prophetic.

SOMETHING TO REMEMBER

This war of 1812 settled the question about American seamen. Their rights have since been respected.

HOW THE WAR WAS MANAGED

This War is sometimes Called the Sailors' War

When we could no longer endure England's cruel and oppressive acts, a declaration of war was issued by Congress. This was on the nineteenth of June, 1812. As in the war of the Revolution, we planned that one man act as commander-in-chief of the American armies. General Henry Dearborn of Massachusetts was chosen for this responsible position. He was to be given an army of seventy-five thousand soldiers, including the new volunteers. Then the government was to borrow eleven million dollars to meet the expenses of the war. This seemed a large offering of men and of money, but not too large for the youngest of civilized nations to use in a war against one of the oldest and most powerful.

To the north of the United States lay Canada, a British possession. It was but natural that this should be one of the chief points of attack. It was accordingly decided to attack the British at Detroit, and if possible, to gain an entrance to Canada at this place. While General Hull was getting everything in readiness for the conflict at Detroit, a massacre took place on ground that is now within the city of Chicago. This place was then called

Fort Dearborn, and was first established in 1803. There were about fifty soldiers with their families stationed at this fort. General Hull ordered them to join his forces at Detroit. A journey of more than two hundred miles through the wilderness was a dangerous undertaking in time of war. Before leaving, the captain of the fort decided to call



FORT DEARBORN

(By permission of the Illinois Historical Society)

a council of the friendly Indians. He told them that he was going on a long journey, and that he would give them everything at the fort that he could not take with him. The Indians were greatly pleased at the prospect of receiving these gifts. After the captain of the little band had everything in readiness for the long journey, he destroyed all

of the guns and gunpowder that he could not take with him. These were the very things that the Indians most highly prized; and when the Indians discovered the trick the next day, they were sorely disappointed, and were determined to have revenge.

The Indians immediately followed, and concealed themselves behind a low ridge of sand-hills. When the little band from the fort came within firing distance, the Indians rushed out from their hiding, and mercilessly destroyed the men, women, and children.

The next day after this massacre, the British general demanded the surrender of Detroit. General Hull was in command of the American troops, and everything seemed favorable to his success. It is true that there were many more British soldiers than there were American soldiers, but the Americans had by far the better position. Everything was in perfect readiness for the battle, when the British general noticed a white flag—a table cloth—fluttering from the American fort. He sent a messenger to inquire what it meant, and was surprised when he was told that General Hull had decided to surrender the fort. General Hull not only gave up the fort, but he also surrendered to the British the entire territory of Michigan. General Hull was severely criticised for thus giving the fort and territory to the British without resistance.

This, however, did not put an end to our efforts to go into Canada. The Americans were not so successful with their battles on the land as they were with their battles on the water. Since this was a war for the rights of sailors, it was not strange that many of the battles were on the sea. The English people did not consider that the Amer-



THE CONSTITUTION AND GUERRIERE

ican ships were at all to be feared. They said that one of the ships, the *Constitution*, was "A bunch of pine boards, under a bit of striped bunting."

Soon after the surrender of Detroit, this same ship, the *Constitution*, was engaged in a battle with the British ship, the *Guerriere*. In a short contest the *Guerriere* was so badly disabled that it could do little damage to the *Constitution*. Cap-

tain Hull, who was a nephew of General Hull, sent an officer to take possession of the *Guerriere*. The captain of the English vessel was slow to surrender. Captain Hull insisted on a definite answer. He wanted to know whether he should consider the British captain a prisoner of war or an enemy. At last came the reluctant reply: "If I could fight longer, I would with pleasure; but I—must—surrender—myself—a—prisoner of war!" You can find the location of this battle by drawing a line east from Cape Cod, and another south from Cape Race. The point where the lines meet locates very nearly the place where the vessels met.

Another important engagement between British and American warships was the one known as Commodore Perry's victory on Lake Erie. The English had six vessels on this lake, and they believed that they controlled Lake Erie. Indeed, England styled herself the "Mistress of the Sea."

The task of building a squadron to fight the English on Lake Erie was assigned to Commodore Perry, then only twenty-seven years of age. He had never seen a naval battle; but he had faith in himself and in the men who were to help him. Day after day the men worked, getting ready the vessels that were soon to engage in battle with the English. At length they were ready to float their ships over the bar. At sunrise Perry saw the enemy approaching. He understood sailing, and he ad-

vanced with his ships arranged in the form of an acute angle. The British guns were so superior that his defeat seemed certain. His flagship, the *Lawrence*, was badly injured early in the engagement. When Perry saw that it could no longer be used, he took his flag, and ordered his rowers to take him over to the *Niagara*, the ship next in size to the *Lawrence*. With his flag floating over him, he stood in the stern of the little boat, while every British ship aimed its guns at him. The heroism shown during those fifteen minutes will never be forgotten by loyal Americans. With flag in hand, he climbed on board the *Niagara*. Then came a turn in the battle, for he steered straight for the enemy's line. The next few minutes decided the fate of the battle. At the end of that time the once proud British fleet was only a wreck. One after another, the British vessels ran up the white flag. The *Lawrence* was still afloat, and Perry returned to it to receive the surrender of the British commander.

When the battle was over, Perry took an old letter from his pocket, and using the top of his navy cap as a writing desk, he wrote these words, "We have met the enemy, and they are ours." He addressed his message to General Harrison, and went about his duties, never dreaming that his nine short words would become a part of our nation's history.

In order to draw the Americans away from Canada, the English decided to attack the cities that could be reached by water. Washington, the capital, was selected for the first attack. The British landed their troops forty miles southeast of the city. They met with little opposition in their advance. At eight o'clock that same evening they marched upon the capital. The most valuable records had already been removed from the city. Mrs. Madison, the wife of the president, had carried to a place of safety, the original draft of the Declaration of Independence, and also a portrait of Washington that had been hanging in the White House. The British burned all of the public buildings except the one which contained the patent office and the post-office. This was spared because it held so many models and papers that were valuable to all the world.

It was not long until the British attempted also to destroy Baltimore. Forty British war vessels appeared near this city. They did not, however, find the city unprepared. The people had expected that an attack would be made, and had thrown up embankments. Fort McHenry received the heavy part of the attack. The bombardment of this fort led to the writing of one of our national songs. Francis Scott Key, under a flag of truce, had gone out in a rowboat to ask for the parole of a friend who had been taken prisoner. The British admiral

detained him. With his little boat fastened to the side of the admiral's flag-ship, he sat and watched the bombardment. When the second morning dawned, and he saw by the rockets' red glare that the flag of our country was still there, he took an old letter out of his pocket, and wrote on the back of it our national hymn, "The Star-Spangled Banner." So well had our brave men defended the fort that the British were forced to give up the attack on Baltimore.

All this time war had been raging on both land and sea. At length England asked the United States to send representatives to meet in a joint conference, and to arrange for peace. The United States willingly agreed to the proposal, and accordingly sent five men to represent our interests. The convention met at Ghent, Belgium, on August 8, 1814. The British representatives briefly presented their demands, but they were promptly refused by the American commissioners. For several months these representatives from both countries discussed the disputed questions, and on December 24th they signed the treaty of peace. There was at that time no Atlantic cable, and while the good news of the treaty of peace was being brought to us on a vessel, Andrew Jackson achieved one of the most brilliant victories of the entire war.

SUGGESTIONS

Explain how the war at first seemed to center about the Great Lakes.

Why did England plan to attack our sea coast cities?

SOMETHING TO REMEMBER

Memorize the "Star-Spangled Banner."

ANDREW JACKSON

The Hero of the Last Battle of the War of 1812

We think of Andrew Jackson as a great military leader, and then as president of the United States. In early boyhood he developed those traits of character that helped to make him the great hero.

His parents came from Ireland to Charleston, South Carolina, at the time when there was great excitement about the Stamp Act. They had known much about oppression in their old homeland, and they naturally resented any form of tyranny.

When Andrew was nine years old, he heard some men talking about a "Declaration of Independence." He did not exactly understand what a Declaration of Independence meant; but as he watched men make swords out of old saws, and melt pewter mugs into bullets, he realized that it meant resistance to oppression.



ANDREW JACKSON

The British finally raided the settlement on Waxhaw creek, where he lived. Both Andrew and an elder brother were taken prisoners of war. One day a haughty officer ordered Andrew to clean his boots. The Scotch-Irish blood in this lad of fourteen years recoiled at such a request. Quick as a flash came the response: "Sir, I am a prisoner of war, not a servant. Clean them yourself". The officer struck him with his sword. It was a cruel blow, and Andrew carried the scar through life.

That act made a deep impression in the life of the boy. He had felt the hand of the oppressor. Many years passed, and the boy became a man. He grew in influence and power, and in time became a lawyer, a member of Congress, a farmer, a senator, and a judge. In every position in life he was respected, for he was honest and trustworthy.

He had already proved himself to be a leader, and when the war with England broke out in 1812, he was made commander of the forces of the United States in the southwest. At this time Florida still belonged to Spain, and the Spaniards sympathized with the British. Jackson told the Spaniards that they must not take sides with either Great Britain or the United States, but that they must remain neutral. When he found that they paid no attention to his orders, he drove the British who were in Florida out of that part of the country.

While he was engaged in this work, he learned that the British were planning to attack New Orleans. The British admiral was so confident of success that he said, "I shall eat my Christmas dinner in New Orleans". When General Jackson heard this, he remarked, "Perhaps so, but I shall have the honor of presiding at that dinner."

Jackson put everyone to work getting ready to resist an attack from the great English army. Hundreds of men were set to work digging ditches and throwing up earthworks for protection. One rich cotton owner asked Jackson to appoint a guard to protect his cotton. "Certainly," said Jackson. "Here, sergeant, give this gentleman a musket and ammunition. No one is better qualified to guard cotton than the man who owns it."

These fortifications were made none too quickly; for on the eighth of January, 1815, the great army of the king of England began the attack. General Jackson seemed to be everywhere at the same time, encouraging his men. "Stand to your guns," he shouted to some. To others, "See that every shot tells." In less than half an hour the battle was won. Andrew Jackson had kept the British from entering the Mississippi valley. His name was now on the lips of everyone. Congress gave him a vote of thanks, and ordered that a gold medal be given him for his bravery.

Scarcely had the excitement about the victory at New Orleans died away, when the news came that peace had already been declared. While nothing was said in the terms of the treaty about the rights of our seamen or the wrongs done to our commerce, it was well understood that our citizens and our property would be both respected and protected by the government of Great Britain. It is now a hundred years since that treaty was signed, and England has ever since respected our rights.

SUGGESTIONS

What public positions did Jackson fill?

Name some of the elements of Jackson's character that helped him to succeed.

Compare the life of Andrew Jackson with that of Thomas Jefferson.

Difficult words—oppression, recoiled, haughty, neutral.

SOMETHING TO REMEMBER

The battle of New Orleans was fought after the treaty of peace was signed.

ELI WHITNEY

The Inventor of the Cotton Gin

The period of one hundred years following the Revolutionary war might well be called the age of inventions. Many of the great improvements that have helped in the development of our country,



ELI WHITNEY

were made during that time. First of all in this list is the cotton-gin, invented by Eli Whitney in 1793. Whitney was at that time a young man, and had just graduated from Yale College. He had gone to Georgia to open a private school. Through the kindness of Mrs. Greene, widow of

General Greene of the Revolutionary war, he met several Georgia planters who had been comrades of General Greene. These planters knew that their country was well suited for raising cotton, but the process of taking the seeds out by hand was so slow that it could not be a profitable crop. One person could separate only about a pound of cotton from

the seed in a day. Surely here was need for a machine which would do the work more quickly.

Young Whitney had probably never seen cotton as it was when picked from the bolls, but after his interview with these planters he went to Savannah and got a small package of seed-cotton. He then picked out the seeds, and, measuring them, noticed how the fluffy fibre clung to them. He had always loved to work with machinery, and when he was a boy he improved many pieces of farm machinery. He sharpened knives and axes, replaced broken knife-blades with new ones, and even though only a boy, he was, nevertheless, considered the best mechanic in his town. During the Revolutionary war, he made nails for which there was great demand. After peace with England was declared, nailmaking was no longer a profitable business. Fashion, however, soon opened up as paying a business as war. The making of long metal pins with which ladies fastened their bonnets furnished him profitable employment.

The conversation with the planters had set Whitney at work on a machine to separate the seed from the cotton. This was an opportunity to use in a practical way the knowledge that he had gained from the use of tools. The making of a new machine for this purpose was a slow process; for he himself had to make many things that he needed.

He devised a machine having a network of wires through which the cotton, but not the seeds, could pass. A set of wire needles or prongs turned round and round just under the wires, caught the cotton fibre, and pulled it through the wires, while the seeds slid down out of the way. A revolving brush kept the prongs clean, so that they could again catch more cotton.

Before he had his model completed, it became known that he was at work on it, and everybody wanted to see it. He did not want to show it until he had completed it, and had secured his patent for it. One night some one broke into his shop, and took his model. Before he could make another, machines similar to his were already being used. This was a great injustice to the young inventor. He did not have money to prosecute those who were profiting by his invention. A few years later South Carolina voted him fifty thousand dollars as a reward for his invention, and North Carolina gave him a royalty for five years on each machine that was used in the state. It was only after great expense and considerable delay that he succeeded in collecting the money promised him. When he became convinced that he could not make a living from his invention, he turned his inventive genius to fire-arms for the government. He succeeded so well in making new improvements that he soon had a comfortable living. Although Whitney lost the

income that was justly due him, yet he received the honor for the invention that did so much to develop the agricultural interests of the southern states.

SUGGESTIONS

What is an invention?

Why is Eli Whitney called an inventor?

Explain the principle of the cotton-gin.

Difficult words—profitable, network, prosecute, distress, dispute.

SOMETHING TO READ

Children's Stories of American Progress.—(*Wright.*)

SOMETHING TO REMEMBER

The cotton-gin helped to develop agriculture in the southern states.

ROBERT FULTON

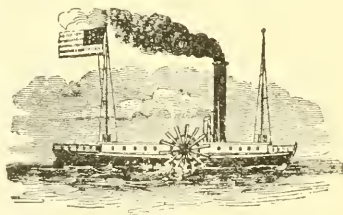
The Inventor of the Steamboat

Robert Fulton was born in Pennsylvania in 1765, the same year in which Eli Whitney was born. Among his first inventions were a mill for sawing marble, a machine for spinning flax, and a torpedo to be used for destroying war vessels. Other men had been trying to use steam to propel their boats, but Fulton was the first to succeed in the effort. In August, 1807, when he was about to start his *Clermont* on its trial trip from New York to Albany, great numbers of people gathered to see the strange vessel. The wheels began to turn, and the crowd, which was prepared either to cheer or jeer, broke forth in the wildest shouts of enthusiasm. The city of Albany, one hundred fifty miles away, was reached in thirty-four hours.



ROBERT FULTON

The use of steam in navigation was now a reality. Many improvements were still needed, but the principle of navigation by the use of steam had been proved. A few years later Congress voted three hundred twenty thousand dollars with which Fulton was to build a steamship for use in war. The following year it was completed; but Fulton was too ill to watch the launching of the ship. Even before his death, steamboats were used on many of our rivers. He had done much to develop our country by making it possible to carry the products of the interior of the country to the sea-coast.



THE CLERMONT

SUGGESTIONS

Why did congress help Fulton?

What is a torpedo?

Difficult words—enthusiasm, navigate, launch.

SOMETHING TO READ

Children's Stories of American Progress.—(*Wright.*)

SOMETHING TO REMEMBER

Steamboats have helped to carry the products of the interior to the seacoast.

SAMUEL F. B. MORSE

Inventor of the Electric Telegraph

Long ago there were people living in Greece who believed that amber possessed a strange power. They called this power electron, for that is the Greek word for amber.

Later this word, having been changed from electron to electricity, was applied to the same force. It was afterwards found that many other substances possess the same power to attract that amber does, but the name remains unchanged.



SAMUEL F. B. MORSE

Many people experimented with this force, but it remained for an American portrait painter to show how it could be used to send messages. Man has used many devices to convey thought from one person to another. The skins of animals, birch bark, the homing pigeons, and written and printed paper, have all been used, either to preserve or to transmit man's messages. Samuel F. B. Morse was the first man to employ

the electric force, or current, to carry a message. He was on board the ship *Sully*, returning from Europe, when the idea of sending messages by electricity was first presented to him, and before he reached New York he had worked out his plan for an electric telegraph. His alphabet of signs was practically the same as the one now in use.

His painter's brush was now put aside so as to enable him to develop his plan for sending messages. He had previously made experiments with electricity, but they had been for mere pastime. Now, however, all his energies were directed to accomplish this purpose. The undertaking was a difficult one; how difficult he did not at first realize. Again and again his experiments failed. When his instruments would not work, he studied them until he found the cause of the failure.

The little money which he had laid by was soon spent, and he was again forced to return to painting in order to support his family. But he never lost faith in himself. After three years of experimenting, he was able to send a signal on a wire that he had circled about his room; but he could not get a return signal. Two more years passed before he was able to have a similar, or duplicate, instrument made to use at the other end of the wire. When this was done he could both send and receive signals. In 1837 he demonstrated what he could do, and large audiences marveled at his success; but,

as yet, he had not proved that his invention would be useful. He appealed to Congress to furnish money to help him in his undertaking, but he was refused assistance. He then went to England; but the people there were not interested. Some said that news already traveled fast enough; and others thought that it would do harm rather than good.

Samuel Morse was not discouraged by the words of these people. On his return he again petitioned Congress for aid, and would have again met failure if he had not been experimenting with the "new-fangled invention" in the very building in which Congress was assembled. He had strung wire from the basement to the ante-room of the senate chamber. When the question came before the committee as to whether he was to receive aid or not, one of the members of the committee stepped to the little room, and from that place both sent and received messages from Morse in the basement. He was now convinced that the invention was a success, and gave his vote for assistance to Morse. In the closing hour of Congress they voted to give him thirty thousand dollars to build a line from Washington to Baltimore.

The next morning Miss Ellsworth, the daughter of the commissioner of patents, met Morse at the breakfast table. She congratulated him upon the passage of the bill. He was quite overcome when she told him that he was now to have money to

carry out his undertaking. He promised her that she should word the first message to be sent over the wire. Eleven and one-half years had passed since he first began to study about electricity on the ocean voyage; success now seemed very near.

He spent a large part of the money received from Congress trying to put the wire under-ground; but in this he did not succeed. At last he adopted the plan of stringing the wires on poles with glass insulators to keep the current away from the wood. When everything was fully completed, he notified Miss Ellsworth that he was now ready to receive from her the words for the first message. In response to his request she sent him these words suggested by her mother, "What hath God wrought?" It was not many years until even the remote parts of the country were in communication with the great, active world. The practical use of the telegraph dispelled all fear that the territory of our United States was too large. Some had said that we never could become a powerful nation because the extent of our territory was too great. By the use of the telegraph, the states to be carved out of the great northwest were brought within easy communication of any part of the country. In order to complete the means of communication, it only remained to unite the two great continents by means of the Atlantic cable; and this was done in 1866. The Pacific railroad, which came three

years after the Atlantic cable was laid, was only a forerunner of the network of railroads that now bind together all parts of our country, the East, the West, the North, the South. Both steam and electricity have become the servants of man, but we are only beginning to know their possibilities and their power.

SUGGESTIONS

What are some of the uses of electricity?

Write or tell about the most useful invention of which you know.

Difficult words—electric, experiment, demonstrate, congratulate, practical, portrait, transmit, insulator, communication.

SOMETHING TO READ

Children's Stories of American Progress.—(*Wright.*)

SOMETHING TO REMEMBER

"That steed called 'Lightning' (say the Fates)
Is owned by the United States:
'Twas Franklin's hand that caught the horse;
'Twas harnessed by Professor Morse."

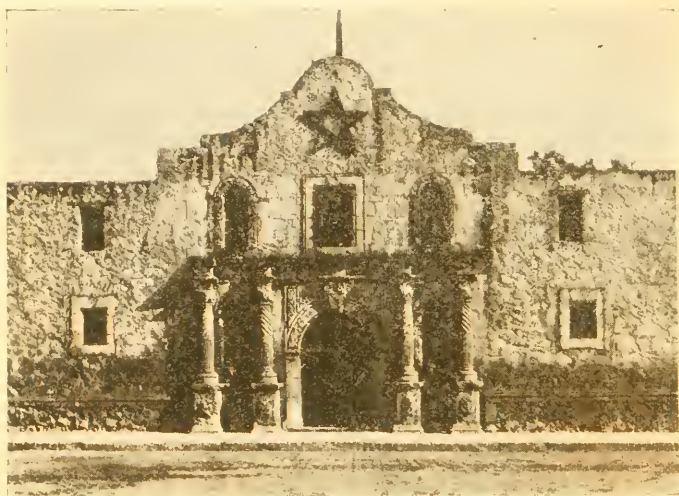
REMEMBER THE ALAMO

Texas Became an Independent Republic

The southwestern boundary of the United States has not always been so well defined as it now is. Long before we purchased Louisiana from France, there was trouble between France and Spain about this territory. In order to establish her claim, Spain built a number of missionary fortresses, or churches, between the Sabine and Rio Grande rivers. These old fortress-churches are now mostly in ruins; but there is one of them that is especially important, for it stands as a monument of heroic deeds.

More than two hundred years ago the mission of Alamo was established on the Rio Grande river. The name Alamo means cottonwood, and was doubtless taken from the name of the trees which grew along the river. The mission was afterwards moved to San Antonio. After Mexico gained her independence from Spain, she wanted to hold the territory between these rivers, but she was not inclined to send settlers. She, however, gave permission to American settlers to occupy the land. A man by the name of Stephen F. Austin brought a band of settlers from Connecticut, and in the early years of the nineteenth century many people from

Tennessee, Kentucky, Mississippi, and other states went to make their homes in that part of Mexico. Santa Anna, the president of Mexico, was afraid to allow too many privileges to these new settlers; for he remembered that they were Americans, and



THE ALAMO

that they were filled with the spirit of liberty. He therefore issued an order that they should surrender all their arms and ammunition. This, the Americans then living in Texas refused to do. They adopted the motto: "War in defense of our rights."

Samuel Houston was made commander-in-chief of the army of Texas. He was well prepared for this position, for he had already won the name of a successful Indian fighter, and had been sent by President Jackson to San Antonio to make a treaty with the Comanche Indians. It was while on this mission that the people of Texas learned of his ability to cope with problems of pioneer life. They felt that they needed just such a man to help them to settle their differences with Mexico. Soon after he took command, he drove the Mexicans from San Antonio. This aroused the people of Mexico, and they determined to conquer the Texans.

In 1836 Santa Anna came to San Antonio with an army of four thousand men. Within the Alamo were only one hundred forty-five brave men of Texas. Colonel Travis was the commander of this little band. Daily they had expected an army to come to their relief, but all the relief that did come, was a band of only thirty-two men. Santa Anna demanded the surrender of the fort, but these brave men refused the demand. They preferred to meet death bravely defending themselves rather than to be massacred at the hand of their enemy after they had surrendered. For ten days and nights the firing continued, until there was not one of the brave band left.

Santa Anna was jubilant over his victory, and turned to follow General Houston, who allowed

Santa Anna to pursue him until it was impossible for the Mexican general to receive either help or new supplies. At San Jacinto, while Santa Anna slept, General Houston slipped around him, and cut off his retreat.

The place was hemmed in by marshes, and when the Texan army had crossed the bridge over the bayou, they cut it

down, thus destroying the only chance of escape. "Remember the Alamo!" shouted the brave Texans as they dashed upon the army of Mexico. The surprise was complete, and as there was no way of escape, the entire



ANNEXATION OF TEXAS

Mexican army was either slain or captured. Santa Anna was taken captive the next day. Fearful lest he should meet the same fate that he had meted out to the brave men in the Alamo, he was willing to recognize the independence of Texas, and to take all of the Mexican troops out of Texas territory.

For ten years Texas held her place as an independent republic with one star in her flag. Gen-

eral Samuel Houston was the first president of the republic of Texas. This republic at length sought admission as one of the states of the United States. On the fourth day of July, 1845, a proposition of union was accepted by Texas, and, when, in December of the same year, it was confirmed by Congress, the "Lone Star" republic became one of the sisterhood of states.

SUGGESTIONS

Tell the story of the Alamo.

How did Texas become one of the states of the United States?

What other important events have occurred on the fourth day of July?

Difficult words—fortress, bayou, jubilant.

SOMETHING TO READ

Stories of the Northwest.—(*Century*.)

SOMETHING TO REMEMBER

Texas is the largest state in the United States.

WAR WITH MEXICO

Our Southern Boundary Became Well Defined

As soon as Texas became a part of the United States, General Zachary Taylor was sent with an army to the Rio Grande to defend the boundary against Mexican invaders. Soon after, Mexican troops were sent to the Rio Grande, and took up their position on the opposite bank of the river. The Mexican general sent an order to General Taylor to withdraw from that territory within twenty-four hours. This, General Taylor refused to do. It is not easy for two opposing armies to encamp near each other without a show of hostilities. The first conflict came when a company of Taylor's army was attacked by a body of Mexican troops that had crossed the Rio Grande into the disputed territory. This was the beginning of the war; sixteen of the American soldiers were either killed or wounded, and the remainder were compelled to surrender.

General Taylor withdrew to Point Isabel to strengthen his position. The Mexicans were exultant, because they thought that the Americans were hurrying to get out of the territory that they claimed. They little understood the spirit of the men who marched under the Stars and Stripes.

When James K. Polk, who was then president of the United States, heard what had been done, he issued a message in which he said: "War exists, and notwithstanding all our efforts to avoid it, exists by the act of Mexico herself." It has always been characteristic of the American people never to do anything in a half-hearted way, and if our boundary must be defended, it must be done in the spirit of true Americanism. As was the case in the war of the revolution, so in this war, some one was needed as commander-in-chief. This responsible position was given to General Winfield Scott. The American forces were separated into three divisions, and to each division was assigned a definite work.



WINFIELD SCOTT

To General Stephen W. Kearney was given the command of the army of the west. He was instructed to cross the Rocky Mountains, and to take possession of all of the Mexican territory in the north and west. The division under General Scott was to go into the very heart of Mexico and subdue it. The third division of the army was given to

General Taylor, who was to conquer and hold the territory on the Rio Grande. How well each army did its work is shown by the well-established boundary line between the United States and Mexico.

General Kearney set out from Fort Leavenworth, which is still a military fort in Kansas. He had under his command one thousand troops. He went toward the southwest until he reached the Arkansas river. At this point he turned and followed the general course of the river toward its source for several hundred miles, and then crossed the divide reaching Santa Fe after a march of nine hundred miles. This city was the outpost of Mexico, and on his approach it surrendered to him. He arranged for the government of this place, and then hastened to the southwest.

After crossing the mountains, he was joined by Kit Carson, the famous scout. Carson explained to General Kearney the condition of affairs in the west and north, telling him how John Charles Fremont had been making explorations throughout the Rocky Mountain region, and had planted the flag of our country on the highest peak of that mighty range. He told him also how Fremont had passed through the region of the Great Salt Lake, and then on to Oregon. There Fremont turned southward, and went into California.

While Fremont was in California, he learned of the war with Mexico. He realized how feeble was the attachment of the people of this section of the country to Mexico. He had no way of getting into communication with the president of the United States, or with General Scott, who was commander-in-chief; so he did what he believed was the most loyal thing to do. You will remember that now, as in the Revolution, every citizen of the United States was doing what he could for the welfare of his country. Fremont's opportunity was exceptional, and he improved it well. He had gathered around him the frontiersmen of the Sacramento valley, and with their assistance he had overthrown the authority of Mexico in the upper and central parts of California.

Carson also told General Kearney how Commodore Stockton had captured San Diego, and had taken command of the Pacific squadron. General Kearney then decided to send the greater part of his army back to rejoin General Taylor, while he started on with a small band for San Diego.

General Taylor had confined his work to the neighborhood of the disputed boundary. He had been successful wherever he had gone, and had put the Mexican army to rout wherever he had met it. The severest test came at Buena Vista. The greater part of his army had been sent to aid General Scott. When news of this reached Santa Anna, he

marched with twenty thousand picked troops of Mexico to attack the American forces. General Taylor had placed his army of five thousand on a high plane, which was protected by deep ravines. This was in 1847 on the anniversary of Washington's birthday. On that day, a Mexican officer came with a message from Santa Anna, and found General Taylor sitting on his white horse with his leg thrown over the pommel of his saddle. The officer inquired of him, "What are you waiting for?" He replied, "For Santa Anna to surrender." After the Mexican officer returned this word to Santa Anna, an attack was immediately made upon the American troops. Meanwhile General Taylor remained carefully observing with his spy-glass the movements of the enemy. Later word was sent from the Mexican headquarters to one of the American officers, saying, that if General Taylor should surrender he would be protected. To this came the quick and ready answer, "General Taylor never surrenders." For two days the battle raged, and, after a crushing defeat, the Mexican forces withdrew under the cover of night.

The campaign under General Scott was equally brilliant. He invaded Mexico at Vera Cruz, and after defeating the Mexican army at Cerro Gordo, he marched to the Mexican capital, and on September 14, 1847, he triumphantly entered Mexico City. On that day the "Stars and Stripes" floated over

the Grand Plaza, and the troops of the United States walked the streets of a foreign capital. Hundreds of Mexicans gazed anxiously at the soldiers who had toiled two hundred miles up the rocky road, and had forced their way into the city.



SCOTT IN THE CITY OF MEXICO

General Scott was careful to protect the lives and the property of those who remained in the capital. Santa Anna had fled from the seat of government, as he could no longer oppose our army. A treaty was arranged between the two nations, which provided that the Rio Grande, from its mouth up to the southern limit of New Mexico, should mark the

boundary line between the United States and Mexico. The United States was also to secure nearly all the territory that is now included in the states of New Mexico, Arizona, California, Nevada, and Utah. Mexico was to have returned to her all the towns in Mexico which our army had captured, and our government agreed to give her the sum of fifteen million dollars. In 1848, on the fourth day of July, that memorable date in our history, President Polk issued the proclamation of peace. There was still a little uncertainty about the boundary of the land lying near the Gila river. Six years later General Gadsden was sent to determine the exact boundary. We then gave Mexico ten million dollars for a small tract south of the Gila river. This seemed a large sum to pay for so little territory, but it was wise to satisfy Mexico fully, and to fix permanently the boundary line between the two republics.

Sixty-four years after that proclamation of peace, Arizona and New Mexico, the last two states carved out of the acquired territory, were admitted to the sisterhood of states. All other parts of the territory had been admitted previous to this time. There are now forty-eight states in the Union, and the United States flag bears one star for each state. On July 4, 1912, the United States flag was for the first time floated with forty-eight stars.

SUGGESTIONS

Locate on a map the Rio Grande and Neuces rivers; also Fort Leavenworth, Santa Fe, San Diego, Buena Vista, Mexico City.

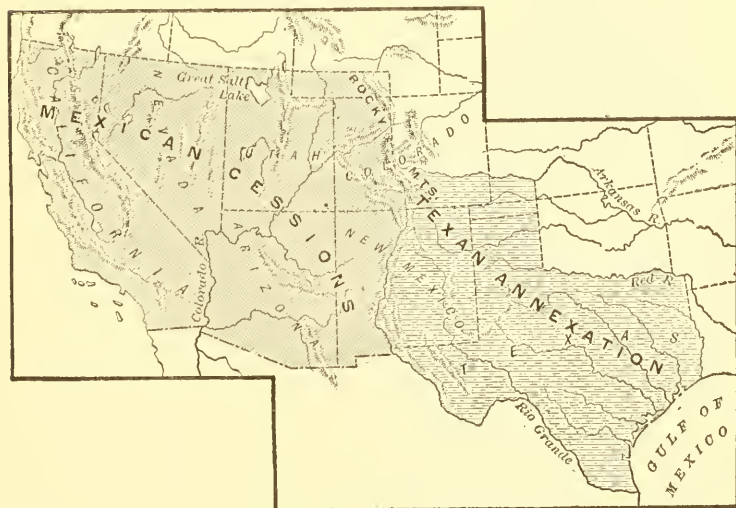
Difficult words—exultant, characteristic, attachment, squadron, surrender, hostilities.

SOMETHING TO READ

Century Book of Famous Americans.—(*Brooks.*)

SOMETHING TO REMEMBER

There are now forty-eight states in the United States.



THE NEWLY ACQUIRED TERRITORY

WAR BETWEEN THE STATES

ABRAHAM LINCOLN

"New Birth of Our New Soil; the First American."

—LOWELL.

Nature fitted Abraham Lincoln to take his place as a leader among men. He was tall, and his sturdy frame was suggestive of the strength of the forest



ABRAHAM LINCOLN

in which he lived. He was born in Kentucky in 1809, a few years after the purchase of the great northwest territory. The call to the west kept luring his father still farther into the wilderness. When Lincoln was a little boy nine years old, his mother died. He felt keenly her

loss, and mourned because there was no one to preach her funeral sermon. He wrote about her to a minister who used to travel through their country as he made the round of his appointments. Several months later this minister came, and spoke words of comfort.

After some time his father again married, and the new mother became fond of "Abe", as she used

to call him. She encouraged him to make the most of himself. He loved to read, and she made it a rule never to disturb him while he was reading. Writing paper was scarcely to be had in that backwoods country, so Abe used to write on shingles with charcoal the things that he wanted to remember. In his shingle scrap album he had his choice poems, funny stories, and historical facts. On one of these shingles may still be read these lines, written in a boyish scrawl:

"Abraham Lincoln,
his hand and pen;
he will be good, but
God knows when."

What his "hand and pen" was to do, no one at the time even dreamed, but the years to come were to unfold the secret.

One day Abraham learned that a man for whom he sometimes worked, owned a copy of Weem's "Life of Washington", a book then famous. He borrowed it, and one night, after he had finished reading, he tucked it in a crack between the logs. During the night he was awakened by the patter of rain, and found the much-prized book badly damaged. The owner offered to let him keep the book if he would pull enough fodder to feed his cattle for three days. This, Lincoln gladly did, and thus was purchased the first volume of his library.

His first glimpse of life, other than that of the backwoods people, came when he was nineteen years old. At that time he made a trip to New Orleans on a flatboat. When he was almost twenty-one years of age, his father again moved westward. This time he settled in Illinois. Young Lincoln helped his father to split the rails used to fence a part of the farm. By this time the young man had become of age, and he felt that he must do something for himself.

Lincoln keenly felt the need of a better education. He had improved every opportunity, but his actual school-days had been few, and his teachers had been trained chiefly in the use of the rod. His perseverance, honesty, and desire for greater knowledge acted as a spur to urge him on to higher attainments.

At one time while Lincoln was clerking in a small store, he felt the need of studying the English language. The village school-master told him of a man six miles away who owned an English grammar. Lincoln hurried away to borrow the book, and returned before the teacher thought it possible. He studied this book so thoroughly that he mastered the principles of the language.

He afterwards found a set of law books, Blackstone's "Commentaries," in the bottom of a barrel which he had purchased. He read these books, and thought about them a great deal. He helped his

neighbors by drawing notes, deeds, contracts, and other legal papers. This was the beginning of his legal career. His success as a lawyer was due to his industry, faithfulness, and honesty. He became known as "Honest Abe," because he would not plead a cause that he believed to be in the wrong.



LINCOLN'S HOME AT SPRINGFIELD, ILLINOIS

His study and practice of law opened a new life of activity for him. He had become acquainted with many people in his state. They had learned to know and to understand his broad and sympathetic nature. He once went out of his way to put some young birds back in their nest. At another time when going to try a case, he stopped to help a

pig out of the mire. At first he passed it, thinking that he cared neither to spare the time nor to soil his clothes, but the distress of the animal haunted him, and he turned back, and lifted the unfortunate pig to a secure footing.

These noble qualities of character were recognized by the people of his state, and he was twice called upon to serve in the Illinois legislature. In 1842 he married Mary Todd, and they lived at Springfield until he was selected by the people in 1860 to become the sixteenth president of the United States.

SUGGESTIONS

What trait of Lincoln's character as a boy do you like best?

Write or tell briefly why you select this particular trait of character.

Difficult words—luring, opportunity, sympathetic, haunted.

SOMETHING TO READ

The Boy's Life of Abraham Lincoln.—(*Nicolay.*)

SOMETHING TO REMEMBER

He was the sixteenth president of the United States.

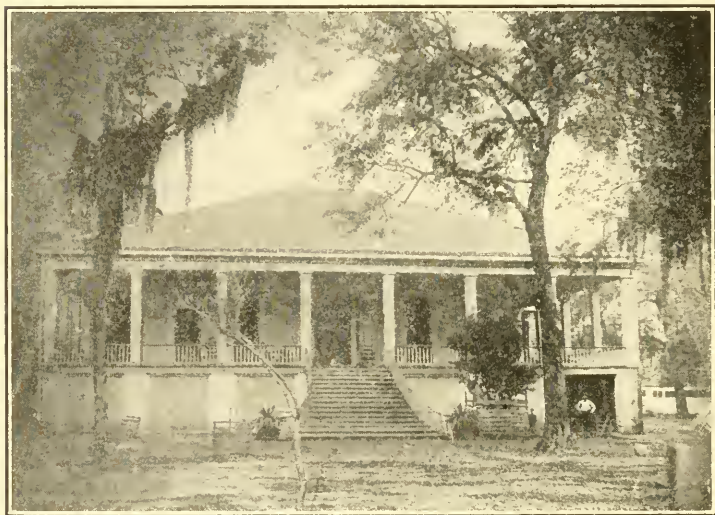
CONFEDERATE STATES OF AMERICA

Jefferson Davis, the President of the Confederacy

The thirteen original states had at that time increased to thirty-three. There was no longer any fear of English authority, and the industries and interests of the states had become widely different in different sections. The meaning of the Constitution of the United States was differently understood by the people of the several states. Some of the people believed that, when once a state became one of the United States, it could not withdraw without the consent of the other states. Others believed that any state could withdraw from the Union when the people of that state so desired. A few months after the election of Lincoln as president of the United States, seven of the states in the South did declare that they were no longer a part of the United States, and formed a new government, which they called the "Confederate States of America."

Jefferson Davis, of Mississippi, was elected president. He was well fitted for the duties of his office, and was a typical son of the South. He was born in Kentucky, but, while he was still a small boy, his father moved to Mississippi. He was a graduate of West Point, and served with dis-

tinction in the Mexican war. On his return from the war with Mexico, he was made United States senator from Mississippi, and was thus representing his state when he, together with the senators of the other states that were leaving the Union, de-



HOME OF JEFFERSON DAVIS, BILOXI, MISSISSIPPI

clined to remain a member of the Congress of the United States. In his final address in Congress he said: "This is done not in hostility to others, not to injure any section of the country, not even for our own pecuniary benefit, but from the high and solemn motive of defending and protecting the rights we inherited, and which it is our sacred duty

to transmit unshorn to our children." He left Washington and was soon elected president of the states that had withdrawn from the Union.

A little later four other states joined this confederacy, making in all eleven states. It was a time of unrest and uncertainty. Vessels were going back and forth between northern and southern ports flying the flag of the Union at one end and the Confederate flag at the other. There were many things which led to the withdrawal of these sister states; but perhaps the most important was the different systems of labor in the North and in the South. In the early years of our history slaves were owned in all of the states, but as time passed they were not kept in any great numbers except in the southern states, where cotton was the principal crop grown. Thus the great question of slavery came to be an issue between the North and the South.

SUGGESTIONS

Tell or write your story of the life of Jefferson Davis.

Difficult words—Confederate, typical, distinction, hostility, pecuniary, transmit, unshorn.

SOMETHING TO REMEMBER

Eleven states composed the Confederate States of America.

THE EMANCIPATION PROCLAMATION

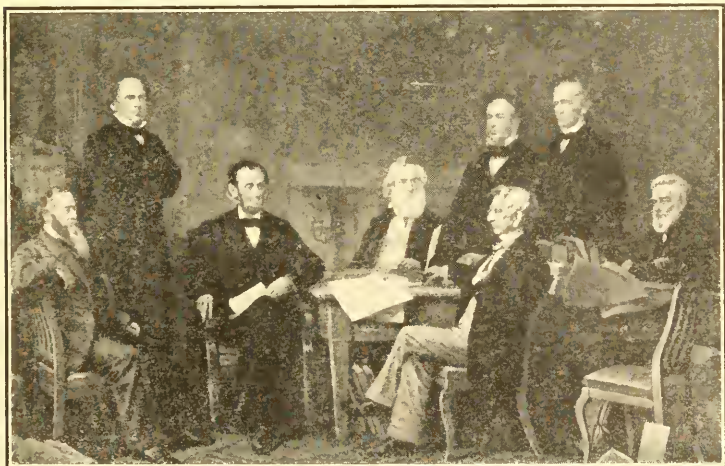
Lincoln Wrote the Emancipation Proclamation

President Lincoln believed that there should be some way found to settle the difficulties between the states without taking up arms. In his inaugural address he said: "Let us at all times remember that all American citizens are brothers of a common country, and should dwell together in the bonds of fraternal feeling." A little over a month after Lincoln had promised to preserve, protect, and defend the government, the first gun of the great conflict between the states was fired.

When supplies and men were being sent to Fort Sumter, a military fort of the United States, in the harbor of Charleston, South Carolina, President Davis considered this action an act of war. Before they arrived, the fort was fired upon by the newly organized confederacy, and after a bombardment of thirty-four hours Major Robert Anderson, who was in command of Fort Sumter, was forced to surrender. This was the beginning of that dreadful struggle which lasted for four years.

It would be a long story to tell how the brave men of the South and of the North fought and contended for the principles which each believed both just and right. "With malice toward none

and with charity for all," President Lincoln had followed the path of duty as he saw it. On New Year's eve while the old year, 1862, was passing into history, President Lincoln bade the members of his cabinet good-night. He went to his own quiet room, and finished writing the Emancipation Pro-



READING THE EMANCIPATION PROCLAMATION

clamation. The next day was spent in greeting all who came to the White House. Late in the afternoon Lincoln again retired to the quiet executive room. He took from the drawer the manuscript of the Proclamation and placed it upon the table before him. Taking a short steel pen from the rack, he turned to his secretary of state, and said,

“If I am to be remembered in history at all, it will probably be in connection with this piece of paper.” Then without a quiver of muscle in hand or arm, he signed his name. It may be that what he said and many things that he did will be forgotten; but this Proclamation, which was the beginning of the end of slavery in the United States, will not be forgotten. Emerson said of him, “He was a man who grew according to his need; his mind mastered the problem of the day, and as the problem grew, so did his apprehension of it. By his courage, his justice, his even temper, his fertile counsel, his humanity, he stood a heroic figure in the center of a heroic epoch.”

Never in the history of our country had so many thrilling events taken place in so short a time as occurred during the first fifteen days of the month of April in 1865. On Palm Sunday, April 9th, the two greatest generals of modern times, Robert E. Lee, commander of the Confederate Army of Northern Virginia, and Ulysses S. Grant, commander of the Federal Army, met each other in the parlor of William McLean, at Appomattox Court House in Virginia, and arranged for the cessation of hostilities. This was virtually the end of the war. The roar of the shot and shell had scarcely died away, when a shot from the hand of an assassin brought grief to the nation. On the evening of April fourteenth, while President Lincoln

was sitting beside Mrs. Lincoln in a box at Ford's theater, the deadly aim was taken by the assassin, and the heart of Abraham Lincoln was forever stilled. He was laid to rest in the old Oak Ridge cemetery at Springfield, Illinois. Thousands of people came, by night and by day, to look upon the face of our martyred president. Representatives of the army, the navy, and all departments of the government, together with men and women from all walks of life, mingled their tears at his grave.

"Chieftain, farewell! The nation mourns thee. Mothers shall teach thy name to their lisping children. The youth of our land shall emulate thy virtues. Statesmen shall study thy record, and learn lessons of wisdom."

SUGGESTIONS

Write your own story of Abraham Lincoln.

Difficult words—fraternal, bombard, apprehension, martyred, emulate.

SOMETHING TO READ

Abraham Lincoln.—(*Brooks.*)

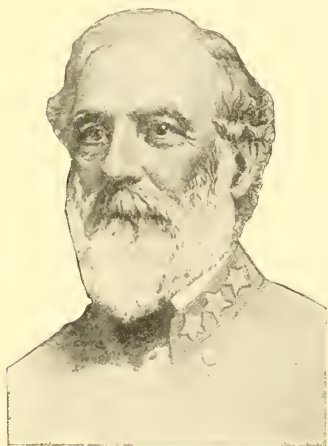
SOMETHING TO REMEMBER

Abraham Lincoln believed that we should live "with malice toward none and with charity for all."

ROBERT E. LEE

He Led the "Boys in Gray"

In these days we scarcely know the meaning of the terms, "Boys in Blue," and "Boys in Gray."



ROBERT E. LEE

They are poetic expressions suggestive of heroic deeds. "Boys in Blue" refers to the men who belonged to the Union or Federal army of the United States, while "Boys in Gray" refers to the men who belonged to the army of the Southern Confederacy. The soldiers of the Union army were dressed in blue, and the rank of officers was indicated by epaulets on

the shoulders. The soldiers of the Confederate army were dressed in gray, and the rank of officers was shown by either stars or bars on the collar of the coat.

Robert E. Lee was one of the generals who led the "Boys in Gray." He was born in Virginia, the state which has been called the mother of presi-

dents, and was reared in the same atmosphere in which Washington lived. His father was General Henry Lee, whose brave and daring deeds in the Revolutionary war won for him the title of "Light Horse Harry." His father died when he was eleven years old. At his father's death, he became the comfort and support of an invalid mother. He was always devoted to her, and would leave his playfellows to go and take her driving in the old family carriage.

At eighteen years of age he received an appointment to West Point, and four years later he graduated, receiving next to the highest honors of his class. For many years he served in the engineer corps of the regular army. He married Mary Randolph Curtis, the daughter of Washington's adopted son. They made their home at Arlington on the Potomac. This had been the childhood home of Mrs. Lee, and on the death of her father it was inherited by her. The grounds are now used as a national cemetery, where rest many brave soldiers of the war between the states.

Lee's military training led him into the war with Mexico, where he showed himself a brave soldier. His letters written while in Mexico show his affection for his family, his love of home, and his attachment for family pets.

A few years after his return from Mexico he was appointed superintendent of the West Point Acad-

emy. His son attended the academy while he was in charge.

Events leading toward war were occurring in rapid succession, and Lee realized that he must make a choice between the two flags. His experience in the Mexican war, combined with his ability and military training, fitted him for leadership. President Lincoln recognized his peculiar fitness for generalship, and offered him the command of the armies of the United States. He could not accept the offer; for, he said, "With all my devotion to the Union, and the feeling of loyalty and duty of an American citizen, I have not been able to make up my mind to raise my hand against my relatives, my children, my home." He resigned his commission in the United States army, and hoped to remain a private citizen, and to use his influence to prevent the war which was threatening. He could not long remain neutral; at last he took command of the Army of Virginia, as the Confederate forces were called which at that time were defending Richmond. From that time until the close of the war, he was one of the leading generals of the Confederate army.

After General Lee had signed the articles of surrender to General Grant, he mounted his gray horse, "Traveler," and returned to his home and family. He was offered many positions of influence and trust, and after weighing them all care-

fully, he decided to accept the presidency of Washington College at Lexington, Virginia. The name was afterward changed to Washington and Lee University. He preferred this work because, he said, "I have led the young men of the South to battle; I have seen many of them die on the field. I shall devote my remaining energy to training young men to do their duty in life."



LEE ON HIS HORSE "TRAVELER"

SUGGESTIONS

Write the story of Robert E. Lee, using the following topics:

1. Early life.
2. Military leadership.
3. Traits of character.

SOMETHING TO READ

Heroes Every Child Should Know.—(*Mabic.*)

SOMETHING TO REMEMBER

Lee believed that the greatest thing that he could do was to train young men to do their duty in life.

ULYSSES S. GRANT

He Led the "Boys in Blue"

The military hero, Ulysses S. Grant, came from that sturdy class of people which is the main-stay of our country. He was born at Point Pleasant, Ohio, in 1822. He lived at a time when his military training fitted him for service in two wars. When he was seventeen years old, his father secured for him an appointment as cadet in the Military Academy at West Point. A military life had no charms for him, and he undertook the work, not because he enjoyed it, but because he wanted to please his father. He himself tells us that he never succeeded in getting squarely at either end of his class. He liked best the study of mathematics. His early experience with horses while working on the farm served him well in his military training, and he soon became one of the expert horsemen among his fellow students. General Scott one day visited at West Point, and his



ULYSSES S. GRANT

commanding appearance so impressed young Grant that he felt that some day he would occupy a similar position, although at that time he had no thought of leading a military life. He was afterwards a lieutenant under General Scott in his march from Vera Cruz to the City of Mexico, and did effective service as a faithful soldier. When the war was over, he obtained a leave of absence, and returned to St. Louis, and married Miss Julia



GRANT'S BIRTHPLACE

Dent, whose brother had been a classmate at West Point. For two years they lived at Detroit, but at length his infantry was ordered to the Pacific coast. It was thought best that he leave his

wife and child at his father's home in Ohio. He left New York harbor on the old steamer *Ohio*, and sailed for Aspinwall. The journey across the isthmus of Panama at that time was both difficult and dangerous. It was about two months from the time he left New York harbor until he reached San Francisco. After three years of service he resigned and returned to his home in July, 1854.

From that time to the beginning of the war between the states, he was engaged in various occupations; but his education and training had fitted

him for a military career, and when the call came for volunteers, he offered his services to his country. He was first appointed colonel of the Twenty-first regiment of Illinois volunteers. He had found the work for which he was fitted. As the war progressed, Grant was promoted to a generalship, and was later recognized as one of the greatest generals that the Union army had produced. President Lincoln had been watching Grant's career, and one day he sent for him to come to Washington, and after a brief interview, he made him chief commander of the Union forces. This was a great responsibility to be given to one man; but Grant had already won the reputation of doing thoroughly whatever he set out to do. His soldiers used to sing,

"Ulysses leads the van!
 Ulysses leads the van!
 For we will dare
 To follow where
 Ulysses leads the van."

There came a day when General Grant no longer asked his soldiers to follow him in battle. At the surrender of General Lee's army, he showed the true nobility of his character. He permitted no salutes of joy to be fired, nor did he allow any sign of exultation to be shown by his soldiers. So modest and unassuming did he appear that the onlooker

saw nothing to indicate that Grant was the victor. His simple words, "Let us have peace," were voiced by people in all sections of the country.

SUGGESTIONS

Compare the boyhood of General Grant with that of General Lee.

In what two wars did Grant serve?

Find out what you can about West Point.

SOMETHING TO READ

Century Book of Famous Americans.—(*Brooks.*)

SOMETHING TO REMEMBER

Ulysses S. Grant has been called the "Silent Leader."

NATIONAL PROSPERITY

THE ATLANTIC CABLE

It Binds Together the Old World and the New

From the discovery of America to the year 1866, no better method of communication with the Old World had been found than that of sending messages on vessels or steamers. The slow going sail-vessel had been replaced by the more up-to-date steamer, but even this was slow, compared with the lightning rapidity of the telegraphic current. The principal cities of the United States had for some time been connected by the Morse telegraph; and as early as 1847, it was introduced into Germany, and soon its use spread over the entire continent of Europe. London and New York were still without speedy communication. A Russian-American telegraph company, therefore, proposed to build a telegraph line to connect the two hemispheres. The line was to start at some point in



CYRUS W. FIELD

Russia, and was to extend to Bering Strait across the wilds of Siberia, where no railroad at that time had been built. That messages could be transmitted under water, had already been proved. Professor Morse had stretched a wire under the water from Castle Garden, New York city, to Governor's Island, and ten years later a submarine telegraph had been built connecting England with the continent of Europe.

At that time Alaska was called Russian-America, and was owned by Russia. It was believed that a short cable might thus be laid from Siberia to Russian-America. The difficulties to be overcome in reaching the mainland from the remote Aleutian islands, and in the undertaking of crossing the Rocky Mountains, where at that time no railroads had been built, were all overlooked in the great desire to connect the commercial centers of the two hemispheres. All these plans were finally given up.

Meanwhile an English-American company believed that a cable could be laid across the Atlantic Ocean. Cyrus W. Field aided them in this undertaking. He had formerly built up a prosperous paper-manufacturing business in New York, but had retired. He was solicited for funds to help complete the laying of a cable from Newfoundland to the mainland, and became interested in the undertaking, and soon came to the conclusion that

Newfoundland was the best starting point for a cable to Ireland. In London he organized the Atlantic Telegraph Company, and showed his faith in the undertaking by subscribing for one-fourth of the stock. He received aid from both the governments of Great Britain and the United States.

The first attempt to lay the cable was made in 1857. The *Niagara* and the *Agamemnon* sailed from Valentia bay, Ireland, each carrying one thousand two hundred fifty miles of cable. All went well for several days, but soon came the cry, "Stop her! the cable has parted!" The vessels returned to Ireland, where an attempt was made to splice the cable, but to no effect. The next year another effort was made to lay the cable. This time the same vessels were used, but they sailed to mid-ocean, there spliced the ends of the cable, and then sailed away from each other, the *Agamemnon* going to Ireland, and the *Niagara*, to Newfoundland. On August seventeenth, the laying of both ends of the cable was completed, and Valentia, a town of Ireland, was in communication with Heart's Content, a fishing hamlet of Newfoundland. "Europe and America are united by telegraph. Glory to God in the highest; on earth peace; good will toward men," was flashed under the ocean. Other messages followed. The queen of England sent the following salutation to the president of the United States: "The Queen con-

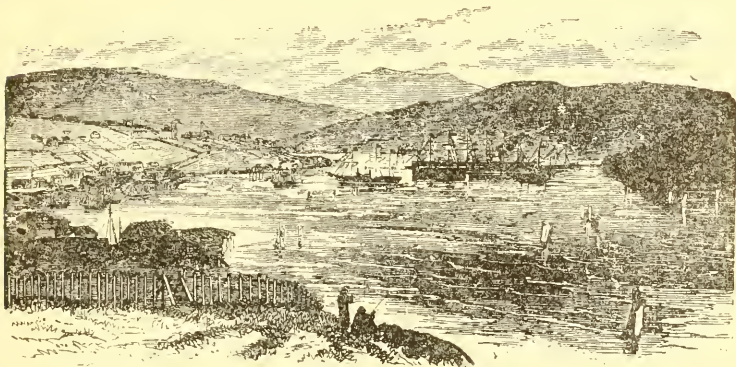
gratulates the President on an undertaking which she hopes may serve as an additional bond of union between the United States and England." To this message the president responded by saying: "The President of the United States acknowledges with profound gratification the receipt of Her Majesty's dispatch, and cordially reciprocates the hope that the cable which now unites the eastern and western hemispheres may serve to strengthen and to perpetuate peace and amity between the Government of England and the Republic of the United States." The American people were enthusiastic, and many declared that the Atlantic cable was the greatest achievement of the age. Their rejoicing was short-lived, however, for in eighteen days the cable ceased to work.

Field had used up his fortune, and funds were not easily available, for our own country by this time was engaged in the great war between the states. A few years elapsed; but all the while Field was thinking and planning for another trial. At last a new cable was prepared. Every precaution was taken to make it strong.

The largest vessel in the world, the *Great Eastern*, was engaged to carry and lay the cable. On July 23, 1865, the steamer started from Ireland. Everything went well until it was more than a thousand miles from the starting place, when the

cable parted. Nine days were spent in grappling for it, but to no purpose.

The next year the *Great Eastern* again left Ireland with a new cable on board. In fourteen days it arrived at Heart's Content. July 27, 1866, was a happy day for Cyrus W. Field. He wrote to his friends in New York: "Heart's Content, July 27. We arrived here at nine o'clock this morning. All



THE GREAT EASTERN AT HEART'S CONTENT

well. Thank God, the cable is laid and is in perfect working order. Cyrus W. Field."

The first European message that flashed across the waters was the announcement that a treaty of peace between Austria and Prussia had just been signed. This was a fitting climax for one of the world's greatest achievements. From that day to this, there has been constant telegraphic communication between the Old World and the New.

SUGGESTIONS

Tell the story of the advantages of the Atlantic cable.

Where is Heart's Content?

Where is Valentia bay?

Difficult words—congratulate, reciprocate, perpetuate, amity, achievement, available, precaution, climax, gratification, profound.

SOMETHING TO REMEMBER

The Atlantic cable put the United States in speedy communication with other countries of the world.

THE PURCHASE OF ALASKA

Russia Sold a Valuable Possession

Two years after the close of the war between the states, the United States again added to her territory. This time it was land lying at the extreme

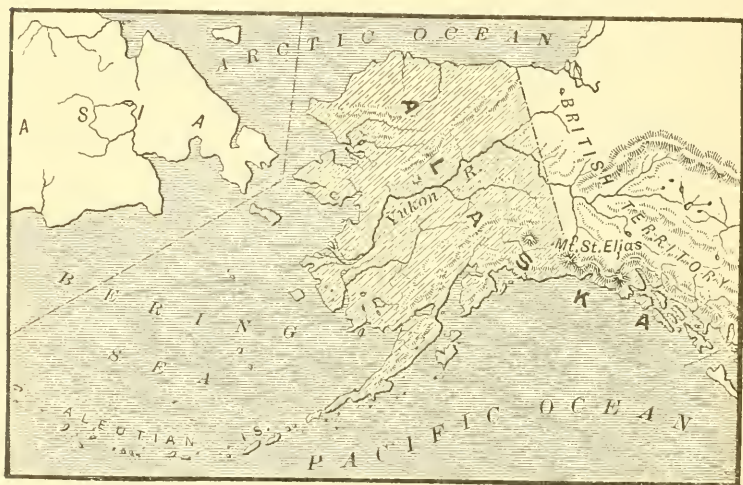


MOUNT MCKINLEY

northwestern part of North America. Previous to this time we had sent men to find out the possibility of connecting the United States with Asia by means of telegraphic communication. These men observed that Alaska, or Russian-America, as it was

then called, had great possibilities. The pine and cedar forests were among the finest in the world, and the fisheries, including the seal islands, were valuable.

After receiving their reports, we began to make arrangements to purchase this new territory. On



MAP OF ALASKA

March 30, 1867, we completed a treaty by which we paid Russia seven million two hundred thousand dollars for this territory. It contains almost five hundred eighty thousand square miles, or an area larger than the thirteen original states. It is about one-fifth the size of the United States.

This vast territory is rich in coal, forests, precious metals, fish, and furs. Its agricultural possi-

bilities are also important. Alaska has paid for itself many times, and only a beginning has been made in its development. Its annual output of gold is worth more than the price that we paid for it.

SUGGESTIONS

Why is Alaska valuable to us?

What country owned Alaska?

Tell why you would or would not like to live in Alaska.

SOMETHING TO REMEMBER

We gave Russia seven million two hundred thousand dollars for Alaska.

TROUBLE WITH SPAIN

We Gave Cuba the Protection of Our Government

The mention of the word Spain takes us back to the earliest history of our country. We can well remember with what cruelty and selfishness she planted her first colonies in this country. This same cruel and selfish spirit had been shown throughout all of her associations with her colonists in the New World. As time passed she continued to lose territory; in 1819 we purchased from her all that remained of her claim to the region now occupied by the United States, but she retained her authority in the West Indies. Her rule there was so oppressive that for many years the island of Cuba threatened open rebellion. In 1895 a part of the people of Cuba succeeded in establishing a native government. Spain, fearful lest it might some day ask for independence, sent over a governor-general who was more cruel and oppressive than any who had ruled before him. He compelled the farmers to go into the towns to live, and then he destroyed their crops and their buildings. The Cubans suffered much, but at last their oppression passed the bounds of endurance and they rebelled. They had at their very door the example of the freedom of the United States, and it made

them long for such a life. Many people in our country said that Spain should be compelled to treat her subjects more humanely; but while Spain knew that our people felt that she was doing wrong, she paid no attention to our good wishes in behalf of the welfare of her own subjects.



THE "MAINE" ENTERING HAVANA HARBOR

At length the United States ordered the battleship *Maine* to make a visit to Havana harbor, because American citizens and American interests were in danger. One night in February, 1898, this battleship was blown up, it is believed, by the authority of Spain, and over two hundred fifty lives were lost. Our government tried to settle peaceably with Spain, but did not succeed. President McKinley sent a message to Congress in which he said, "In the name of humanity and civilization,

the war against the Cubans must stop." But Spain gave no heed to this demand, and in April Congress formally declared war against Spain. We did not want to make Cuba a part of the United States, but we did demand that Spain make an end of her inhuman treatment of the Cubans. The navies of Spain and of the United States were about equal; but the men who manned our vessels were superior marksmen, and were Americans, which means the embodiment of the best manly qualities. We were fighting, not for glory or for the extension of our territory, but for the cause of oppressed humanity. The first victory was won by Commodore Dewey. He had made full preparation for the battle while in the harbor at Hong Kong, China. The order was sent him to go to Manila, in the Philippines. These were Spain's great island possessions in the East, and his instructions were to capture or destroy the Spanish fleet in the Philippines.

Commodore Dewey was a man well suited to meet this emergency. He had seven well equipped war ships and two supply boats. When the fleet left Hong Kong, the English sailors cheered and shouted that they were sure that the Americans would win. The flag-ship *Olympia* took the lead. The Spanish fleet lay in Manila bay close under the batteries of Cavite, which was sixteen miles from the entrance to the harbor. At the entrance

to the bay were two islands on which were strong Spanish fortifications. Commodore Dewey well understood what it meant to meet defeat, for he was nearly eight thousand miles away from a home port. There was no place where he could replenish his supplies. He must win or meet utter defeat. Knowing this and understanding perfectly what it all meant, Dewey directed his fleet to enter the harbor. Silently one dark night, with no sound save the throbbing of the engines, the *Olympia* led the way into the harbor. The vessels were well advanced into the channel before they were discovered. The last vessel in the line sent up a few sparks from the coal it was burning, thus revealing the presence of our ships. Three shots were immediately fired from the battery on the island.

The American sailors had slept on the decks beside their guns while the ships were going toward Manila, which is twenty-six miles from the entrance. Dewey had expected to find the Spanish fleet in front of Manila; but in this he was disappointed; for it was not there. He left one vessel



GEORGE DEWEY

and the supply boats in the middle of the harbor while, with the other vessels, he went in search of the Spanish fleet. It was early morning, May first, when he located the Spanish vessels under the forts at Cavite. As Dewey stood on the bridge of the *Olympia*, he quietly said to Captain Gridley, "You may begin, Gridley, whenever you wish." Everything was in readiness, and the firing began. The path of the American ships was in the form of a figure eight. They moved back and forth before the Spanish ships, pouring forth their shells with unerring aim. After the fifth trip in passing the enemy, Dewey signaled his fleet to retire to the middle of the bay. The Spaniards thought that the Americans had given up; but they did not know the character of the man with whom they were dealing. He had simply retired in order that his men might have a little rest. He asked for a report of the loss of life among his men, and was informed that none were killed and that only six had been injured. The men cheered. After a short rest they returned and completed their work. The *Petrel*, one of the smallest vessels in the United States navy, did such valiant service that the sailors called her "the baby battleship."

Never had such a naval battle been known. Not one of the Spanish ships escaped. This victory had been won without the loss of a single man on the American vessels. The *Baltimore* was the only ves-

sel which had received any injury. Six of her crew had been injured by a shell that entered the side of this vessel.

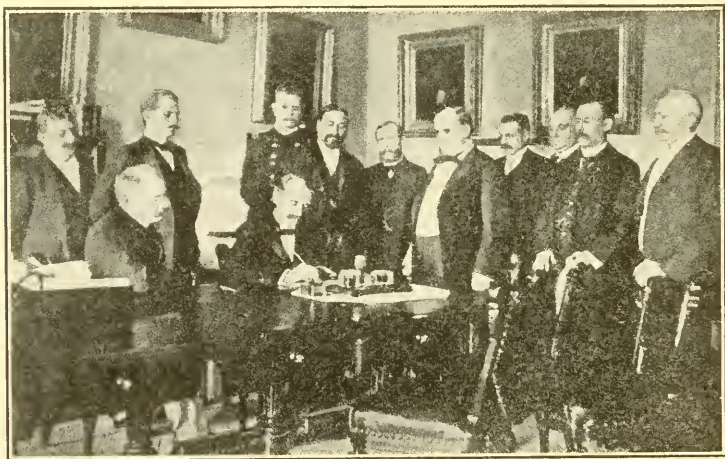
When the battle was over, Dewey turned to his staff and said, "I have the finest lot of men that ever stepped on shipboard, and their hearts are as stout as their ships."

When the news of the victory reached the United States, there was rejoicing. In all our history there had never been anything quite like it, and no one could foresee that within a few weeks a similar victory was to be won off the coast of Cuba. On July 3, while Commodore W. S. Schley was in command during the absence of Admiral Sampson, the Spanish fleet under Admiral Cervera, made an effort to escape from Santiago harbor. The American fleet pursued the Spanish warships until the last one surrendered, forty-five miles west of the harbor. This last remaining vessel was named the *Cristobal Colon*, after the great discoverer who had planted the flag of Spain upon the island of Cuba about four hundred years before. It was said of the American sailors on board those ships, "So long as the enemy showed his flag they fought like American seamen, but when the flag came down they were as gentle and tender as American women."

These two battles destroyed the Spanish navy. Santiago soon surrendered to General Shafter, and

in less than thirty days Spain asked the United States for terms of peace. As a result of this conflict, Porto Rico, Guam, and the Philippine islands were given to the United States; and Cuba, for whom the contest was waged, was granted independence under the protection of the United States.

Four years later, in 1902, our country withdrew from the island when the Cubans had drawn up a



CUBA GIVEN THE PROTECTION OF THE UNITED STATES

constitution that satisfied the conditions outlined by Congress. In 1906 we were compelled to occupy it a second time in order to prevent a civil war. When the Cuban republic was re-established in 1909, we once more left the island. The spirit of self-government has been of slow growth among the

people of this island, and the outcome yet remains to be determined.

SUGGESTIONS

Why did we declare war with Spain?

Describe the scene in Manila bay.

Difficult words—oppress, humane, inhuman, embody, staff.

SOMETHING TO READ

The Hero of Manila.—(*Johnson.*)

SOMETHING TO REMEMBER

The United States stopped the Spanish oppression of the Cubans.

We gave Cuba the protection of our government.

THE HAWAIIAN ISLANDS

Our First Island Possession

For many years it was thought to be unwise for our country to own any territory except land on the continent. It even required considerable time for the people of the United States to feel that the purchase of Alaska was a wise undertaking. Nothing more was done to extend our territory for more than thirty years after the purchase of Alaska in 1867.

The year 1898 marks the beginning of our island ownership. In this year we planted our flag on islands of both the Atlantic and the Pacific Ocean. Up to this time we had owned no land lying within the tropics. Not until we purchased Alaska did we have any land within the frigid zone. Now boys and girls may have their homes in either of the great zones, and still live within the United States.

The Hawaiian islands became a part of our country not by conquest or purchase, but because the people of these islands wanted to become a part of our United States. These islands were discovered by Captain Cook, an Englishman, in 1778. The natives believed that he was a god from heaven, and they treated him with the greatest

honor. They even gave him their priceless royal feather mantle made from the golden yellow feathers of a little bird. He named this group "Sandwich Islands," in honor of his old friend Lord Sandwich of England. The people of the islands never adopted the British name, but continued to use the name Hawaii.

The natives of these islands learned to know about our country and other countries through missionaries who went to live among them. Gradually they did away with idol worship and learned the ways of civilized people. Many persons from the United States went to live on these islands; for their valleys are fertile and produce large quantities of sugar, coffee, rice, oranges, and bananas. The Hawaiians, appreciating what has been done for them, have adopted as their national motto the following: "The life of the country is in righteousness."

By a joint resolution of Congress, July 7, 1898, these islands, with a territory a little less than that of New Jersey, were annexed to the United States. On August the twelfth, the same day on which hostilities ceased with Spain, formal possession by the United States was taken of these islands.

SUGGESTIONS

Locate on your maps the islands that belong to the United States.

Why are the Hawaiian islands valuable to us?

SOMETHING TO REMEMBER

Land belonging to the United States can be found in the torrid, the temperate, or the frigid zone.

THE PANAMA CANAL

The Land Divided—The World United

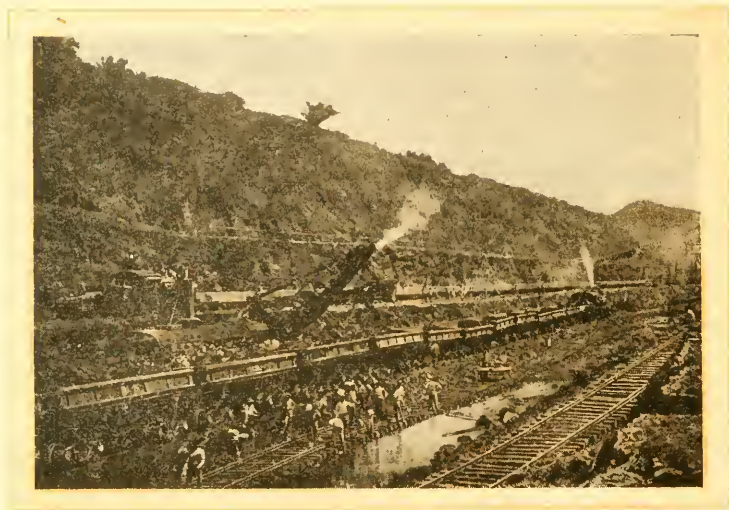
The narrow neck of land connecting North and South America suggests a strange mingling of the fifteenth century with that of the twentieth. Its history goes back to the time when Columbus on his last voyage believed that he could find a strait that would allow him to sail to the long-sought India. Fifteen years later, the unhappy Balboa, who had come to the Gulf of Darien concealed in a cask, first crossed the isthmus of Panama.

—“With eagle eyes
He stared at the Pacific,—and all his men
Looked at each other with a wild surmise,—
Silent, upon the peak in Darien.”

Six years after this the city of Panama was founded. This was not the same city that now stands on the Pacific side of our Panama canal. The old city was destroyed by Henry Morgan, the Welch buccaneer, in 1671. A church tower is almost all that now remains of the old city.

There are ancient legends among the natives of Central America that once there was a waterway across the isthmus, and that it was closed by volcanic action. Many explorers sought the “Secret

of the Strait," but when it became known that there was no waterway from ocean to ocean, the Spaniards built a road over which goods were carried for hundreds of years on pack horses from the ships on one ocean to those on the other. During these years rulers of Spain talked about making



THE CULEBRA CUT, PANAMA CANAL

a canal across the isthmus, but nothing was done by them to accomplish such an undertaking.

Because of Spanish oppression, the people of Panama and of the countries on either side of it determined that they would no longer be under the control of Spain. Accordingly they rose in revolt

and established independent republics. It seemed more likely now that some wealthy nation could obtain permission to build a canal across the isthmus.

When gold was discovered in California, our country became anxious to have a short route to the rich gold fields of the west. We did not then have a railroad across the continent. It was proposed to get permission from the people of Panama to build a railroad across the isthmus. Our plan was to sail down the Atlantic in our ships, cross the isthmus by rail, and then take the ships on the Pacific that would carry us to these rich gold fields. It was a difficult undertaking; but permission was secured from the republic of Colombia, and after many hardships the road was completed. Those who crossed the isthmus on the railroad paid twenty-five dollars for a ride of only forty-eight miles. This road connected the city of Panama on the Pacific coast with Colon or Aspinwall, as it used to be called, on the Atlantic.

As time passed, people began to talk more and more about a canal. This interest was not confined to our country. Many people in France believed that the canal could be built; so they secured permission to undertake its construction. The French selected the famous engineer De Lesseps to take the work in charge. He had already shown his ability by constructing the Suez canal. A

large amount of money was raised and about two-fifths of the work was completed, when through extravagance and mismanagement the people of France lost faith in the undertaking. When the money which had been raised by the French government had all been used, no more could be raised to complete the work.

Early in the year 1904, Panama withdrew from Colombia, and became an independent republic. Soon the United States made known her desire to purchase the strip of land through which the proposed canal was to pass. Accordingly, a treaty was made, and we gave to the new republic ten million dollars for the right of way for the canal, and for a perpetual lease of a strip ten miles wide and extending three miles into the sea at each end of the canal. This strip is called the Canal Zone. We were also to have use of all lands outside of the Canal Zone that were necessary for the construction of the canal.

As soon as the official papers were signed, the people of this Canal Zone became as truly citizens of the United States as are the people who live in either of the forty-eight states, or on any of our islands of the sea.

After expert engineers had made a careful examination of the canal, the United States paid France the sum of forty million dollars for the work that had been done by De Lesseps. Work on

the canal was soon begun in the true American spirit. The Isthmian Canal Commission was authorized by Congress, and commissioners were appointed by the president of the United States. To George Washington Goethals, the chief engineer, and his helpers, belongs the honor of accomplishing the greatest engineering undertaking that the world has known. A medal, made from the bronze dredges used by De Lesseps, has been given to each American who worked continuously for two years on the canal. The canal builders themselves selected the design for the medal. On one side of this is the head and shoulders of Theodore Roosevelt; on the other side is a picture of the finished canal with vessels making the long-sought, shorter voyage to India, and near the top is the motto: "The land divided—the world united."

SUGGESTIONS

Explain the advantage of the canal to the United States.
Why are other countries interested in the canal?

SOMETHING TO REMEMBER

The Panama canal made possible the long-sought, shorter route to India.

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